

**For Those  
Concerned With  
Children 2-12**

**To Stimulate Thinking  
Rather Than Advocate  
Fixed Practices**

1956- That All Children  
1957 May Learn

# Childhood Education

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### ***Glaedelig Jul!***

**Celebrating an old-fashioned Christmas in Denmark**

# What Is Communication?

"What does your song mean?" asked the little girl.

"What does any song mean?" said the bird. "I am singing."\*



WHAT IS COMMUNICATION? IN ESSENCE, IT IS AN ACT OF SHARING. "No," you say, "an act of sharing is communion, which is *more* than communication." And I reply: "The highest level of communication is communion—that balanced and sensitive process of giving and receiving by which we truly make ourselves known to one another."

No one can choose whether or not he will communicate with others. The need to communicate is one of the strongest needs of the human spirit and as such will be realized. "No man is an island," in spite of the fact that every man inhabits a private world. A human being shares life with himself, if with no other person. He communicates his will, desire and intent to himself and acts upon this self-direction. His only choices are those of *how* and *what*—*how* he will make his basic statement to others; *what* he will try to say. To the *what* belong his beliefs, aspirations, values. To the *how* belong his ways of feeling and behaving, his skills and modes of expression, his personal idiom of understanding and appreciation.

Vast and fantastic symbol-systems have developed through time as the basic tools of communication. It is a paradox that true communication, as communion of idea and feeling, is often destroyed by the symbols which are presumably its instrument. Symbols are the codes into which the meaning of experience is compressed. Their value is utilitarian, making communication possible through time and space. Music, for example, links the centuries through its universal symbols.

Language and bodily gesture are primary codes. A child comes to accept as symbols of his mother's feeling for him the tones of her voice and the touch of her hands, before he knows what her words mean. The scientist works with codes which are sensible only to the narrow group of the initiated. But symbols are not reality. They only stand for it. Grownups forget this, sometimes, when they deal with children. First the reality, then the symbol, if we would truly help children communicate.

With any person, communication flows both inward and outward. The reading child, the watching child, the listening child are receiving. The child under whose searching hands the lump of wet clay takes on form is making his own creative statement. The child who discovers books is finding new levels of communication. The child who is able freely to explore the world of sound, movement, color, form, relationships finds his own place where he will surely receive and from which he may give uniquely.

What is communication? An act of sharing. The bird singing. The child trying to understand his song.—KATHERINE REEVES, *Department of Child Development and Family Relationships, New York State College of Home Economics, Cornell University, Ithaca, New York.*

\* The First Story. Margaret Wise Brown. Harper, 1947.

# Do We Understand Each Other?

## —Teacher, Child, Parent

*Behavior and communication can lead to understanding or misunderstanding. Ways are suggested here for parents and teachers to better understand "under-the-skin" self and mind of children; for children to improve their understanding of themselves and others; for parents to understand teachers and the school program; for teachers to improve relationships among themselves.*

UNDERSTANDING OR MISUNDERSTANDING of another person is the result of each person's mental behavior when interacting with that person. The overt behavior of other individuals may affect one's understanding of other persons. However, each teacher determines his mental interpretation of a child or a parent. Likewise, the child or the parent creates his own mental interpretation and appraisal of a teacher.

Language serves as a medium for expressing ideas, feelings and personal amenities. The content, the meaning and the influence of language have reality only in the mind or the "under-the-skin" of each person. The quality of understanding of other persons is revealed in the overt communication between teacher and child, between teacher and parent, and between parent and child. Understanding or misunderstanding is a learned way of thinking about and of interacting with other persons.

### **Behavior and Communication**

Teachers and parents may improve their mental interpretation and communicative understanding of the child and of each other as they examine and seek to apply the following important concepts of personal behavior and human com-

munication which have come from research in human relations.

1. Each person—child, teacher, parent—is a unique individual who creates his own responses to objects, symbols, situations and persons as he interacts with them in daily living.

2. Each person uses language to interpret the communication of others and to create his thought, feeling and appraisal of the person with whom he is interacting.

3. There is an important difference and also a relationship between one's mental interpretation of a child or an adult and the child or adult himself who is a unique personality.

4. An individual is unable at any time to fully understand another person because he cannot actually be that person. He can interpret only in part what the other person really feels, thinks and does.

5. Communication is the medium of sharing and obtaining information about persons to be used in developing values, thought and action for a more reliable understanding of other persons.

6. Understanding of others can be improved to the degree a person attempts to think of himself in the place of the other person and appraises answers given to such questions as: What would this situation mean to me were I the other

*E. T. McSwain is dean of the College of Education, Northwestern University, Evanston, Illinois.*



person? How would I feel and think were I "in his shoes"? How would I interpret life if I had his years of living and learning?

7. A teacher who strives to improve his mental understanding of a child or a parent will find that his own thinking and overt communication will be of value both to the child and to the parent as each creates his mental understanding of the teacher.

### ***Better Understanding Needed***

Frequently the vocabulary of adults serves as a barrier to the child in making proper interpretations. The teacher and the parent who desire to gain a more informative and reliable understanding of a child should listen carefully to their own language so as to appraise its influence on the child's interacting and mental responses. The thought meaning the child gives to the words of his teacher or his parent may be far different from the meaning in the mind of that teacher or that parent. Adults often misinterpret the overt language of the child because they do not take time to determine the child's meaning of the words he uses. Understanding requires similar meanings of words used in person-to-person communication.

Friendly conversation between teacher or parents and the child will help him to ask questions when he does not understand and so escape the consequences which follow misunderstanding. A friendly smile, words of encouragement and motivating questions can be of great assistance between children and adults. Time spent in attentive listening to the overt language of a child will often reveal insights and valuable information about the "private" or "under-the-skin" self and mind of a child. Adults who appear to be so rushed in language and action introduce a psychological barrier

to better understanding of others and to being properly understood by them.

Children who are given the opportunity to plan, to share experiences and to talk about their purposes and activities with their teacher or their parents will be able to communicate more clearly and will improve their understanding of themselves and of others. The attractiveness of the physical features in the classroom and the quality of the personal-social relationship will add to understanding among children and between teacher or parent. Continuous appraisal of adult language and behavior should be made to determine the influence on the mental and language behavior of each child.

### ***Home-School Relations***

Parents, like the child, create their own mental interpretation of the teacher as they respond to the teacher's overt behavior. Their understanding improves when they interpret the teacher to be friendly and helpful. Conferences about curriculum, pupil progress and teaching methods are effective in helping parents gain information and attitudes for improving their understanding of the school, the teachers and the child. Parents should be encouraged to visit the school and to observe children and teachers at work. A child hostess or host may be appointed to tell the visitors about plans and activities, under teacher guidance.

Teachers can be of assistance in improving home and school relationships by placing themselves in the role of the parent and asking such questions as: What would I as a parent want to know about this school? What information would I like to obtain about my child? How would I like the teacher to receive me if I were visiting in the classroom? What are some of the barriers to cooperative understanding between teach-

ers and parents? One of the professional opportunities of teachers is to find ways to assist parents in finding information and procedures useful in improving their understanding of children and youth.

### ***Understanding among Teachers***

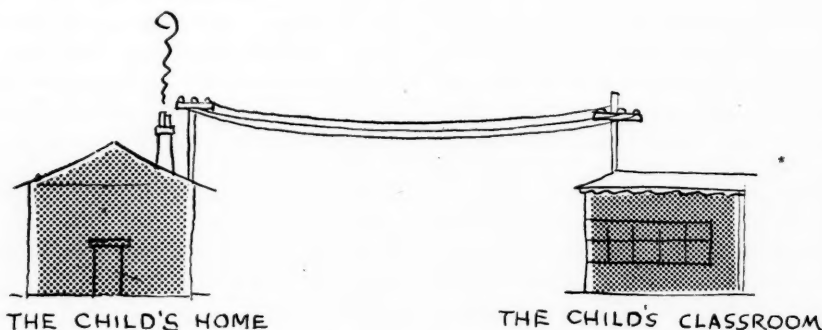
How well do teachers understand each other? The answer can be found only in the personal and professional thought of each teacher. To the degree that teachers strive to improve their understanding of other teachers through overt communication will they make it easier for others to better understand them.

Professional relationships among teachers may be improved when they examine their mental answers to such questions as: What is my interpretation of the value of my profession to children and society? What effort do I make to better understand other teachers? How often do I share ideas and materials with others? How friendly am I in my associations with other members of the teaching profession? How active am I as a member of ACEI and other educational associations? Do I recognize that I am responsible to myself for my understanding of children, parents and teach-

ers? The reality of values and attitudes and the thought in a teacher's understanding of other persons have their origin and meaning in one's mind and are revealed in overt communication.

### ***Human Understanding***

The major problems to be solved in contemporary society are in the area of human understanding or human relations. One purpose of education is to provide experiences, resource materials and guidance which will enable young people to develop mental values, attitudes and information which in turn contribute to reliable understanding of themselves and of other people. A mature mind observes differences and similarities among people and places a premium on thought and communication which reveal acceptance of the requirements in practicing better understanding of other persons. To the degree that teachers, individually and collectively, strive to reveal a high quality of human understanding in their thought and communication will they assist parents and children to improve their understanding of other persons and their interactions with other persons.



Harold Spears, *Principles of Teaching*, copyright Prentice-Hall, Inc., 1951. Reproduced by permission of the publisher. Drawings also done by the author.

## Levels of Discussion

*Two teachers give actual classroom examples to show how the teacher can plan discussion of stories, films and experiences in psychological sequence so that children become sensitized to feelings and problems of people and grow in ability to do critical thinking.*

**D**ISCUSSION BECOMES INCREASINGLY important for children. It provides opportunities for them to share information and personal experience, to test hypotheses and to learn how to make adequate generalizations. Even more important, discussion can develop understanding of people and insight into their problems. If human relations become the real concern of children, discussion becomes a vital core in dynamic learning. The classroom becomes a laboratory where children can learn about people through books and films, interviews and talks. Children can also learn by a sharing of each other's experiences initiated by discussion of the many dimensions of differences among people.

### *Ways of Discussing*

Teachers plan in different ways for discussion. Some teachers gather as many questions as they can, hoping that of fifteen or twenty a few will draw fire. They feel a discussion is successful when a few questions kindle interest and enthusiasm—when children share ideas with real aliveness. This haphazard planning is often successful because children respond with interest and spontaneity to new ideas which they explore with a real sense of achievement. However, the teacher who uses a barrage of questions is still inexperienced in leading discussion. He does not have a satisfying way of planning which can be evaluated.

In social studies and in science, teach-

ers often use Dewey's scheme for problem-solving in planning discussions. They help children follow through these steps: identifying and analyzing problems, gathering data, projecting and testing solutions. Once children become accustomed to it, this procedure is a productive one. Children can evaluate what they accomplish at each step. They can see that the process is cumulative and leads to practical decisions. However, this procedure is essentially a scientific one and has internal logic. It is best adapted to the kind of material which is factual. It furthers the kind of inquiry which puts ideas together in order to resolve difficulties.

Another way of planning discussion is better suited to story material or films which deal with people and their problems. Discussion of this kind has as its purpose sensitizing children to the feelings, needs and problems of people. It helps children see how human situations, even those in their own lives, might be different if individuals acted in more thoughtful and insightful ways. It helps children draw adequate generalizations.

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*Ora Mae Crane is a 7th grade teacher at Hart-Ransom School, Stanislaus County, Calif. Her class participated in the Reading Pilot Study (1954-56) sponsored by Stanislaus County Schools and directed by Margaret Heaton, San Francisco Schools. Margaret Heaton is co-author with Helen B. Lewis of "Reading Ladders for Human Relations," Revised and Enlarged Edition, 1955, published by American Council on Education, 1785 Massachusetts Ave., N. W., Washington 6, D. C.*

### ***Psychological Sequence***

Discussion of this kind can best be planned by a psychological sequence rather than a logical sequence. A psychological sequence uses questions to open up for children their areas of information and understanding, their personal experiences and feelings, so that they gain insight into their own behavior and an ability to state certain principles about human experience. Such a psychological sequence develops what might be called "levels of discussion," which are like a series of terraces leading toward a cumulative exploration and overview of human experience.

Let us describe briefly what those levels represent and how adequate development of one level leads toward development of another. We would stress particularly the points at which feelings are discussed so that emotional learning reinforces appreciation and understanding of concepts and generalizations.

### ***Five Levels of Questions***

If a teacher reads a story or recounts an experience or lets children vividly live through film or interview a situation involving people, he will want first to have children *recount what happened*. They too will want to recall and put together the events. In this recalling they will see some cause and effect relationships. They will ponder certain details and see their significance. At this point every child contributes something, and the teacher will be eager to have the less articulate youngsters participate. He will be particularly aware of misunderstandings about the circumstances of the story, watching to see if the story presents cultural differences that block its full meaning. This recalling of fact and feeling gives children a sense that they truly share an experience.

The second level of discussion is a *probing into the feelings and relationships* which have been described. "How

### **5. WHAT HAVE WE LEARNED?**

conceptualizing  
generalizing  
finding the principle  
reapplication of understanding

### **4. WHAT WOULD YOU HAVE DONE?**

problem-solving

### **3. COULD THIS REALLY HAPPEN?**

reality testing  
bringing incidents from real life  
to bear on story

### **2. HOW DID HE FEEL?**

deepening awareness of personal reaction

### **1. WHAT HAPPENED?**

remembering  
recounting  
relating

### ***Levels of Discussion***

*—a psychological sequence*

did — feel and why?" becomes a question for which many children can give at least partial answers. At this point the teacher can estimate what feelings are meaningful to a particular group of children and how they explain their own feelings. This kind of diagnosis helps him plan other sensitizing experiences.

The third level of discussion may be called *reality testing*. Questions like these are useful: Do you think what happened in this story could happen to real people? Did anything like this ever happen to anyone you know—or to you? Children bring incidents from their own lives to compare with the events of the story. The teacher observes what these incidents mean to children and whether these incidents are parallel to those in the story. This level of discussion gives children an opportunity to explore their own experiences and to see them with a new perspective.

The fourth level of discussion is a *problem-solving* one. What could you have done to change this situation? In what ways can people learn to act differently? How can people help each other? Such questions help children identify social skills. Discussion provides and gives understanding that people can change their own lives and their ways of perceiving themselves and their situations.

The fifth and final level of discussion is *drawing some generalizations*. What did we learn from the story? What principles are involved? This is the point at which the teacher stresses the drawing of generalizations that cover enough incidents, checks on over-generalizing and helps children to qualify their statements. This effort to put the story's meaning into words to develop concepts is a kind of culmination of experience.

<sup>1</sup> Weber, Lenora. *Beany Malone*. Thomas Y. Crowell Co., 1943.

### **Reaction to Reading Aloud**

To illustrate how these levels provide experience in discussion, this is an account of the discussion that occurred in a 7th-grade classroom after the teacher had read an excerpt from *Beany Malone*,<sup>1</sup> by Weber.

*Beany Malone* is the story of a motherless 16-year-old girl who is left to manage the household (including an older brother, two older sisters and a young nephew) while her father goes to Arizona for his health. The incident read by the teacher compared the Malone's comfortable though somewhat shabby home with the beautifully appointed apartment in which Beany's friend Kay lived with her mother. The home was a setting in which neighborliness and friendship had been shared with many people.

### **What Happened?**

When asked what happened in this story, one of the girls retold the incident briefly. Two slower boys added items which she had considered unimportant.

### **How Did They Feel?**

When asked how the characters felt, a lively discussion followed. It was interesting to note how different children identified with different characters and considered different feelings important. Some of the characters and the feelings attributed to them by the children follow:

"Beany was envious of Kay's home and her close relationship with her mother."

"Beany was disappointed in her home."

"Beany's father hated to leave his family."

"Kay was resentful that her mother was such a close chum and would not let her have friends her own age."

"Fay, Kay's mother, was selfish and didn't think of people around her—only herself and Kay."

"Fay felt lonely and needed Kay with her."

"Beany's brother liked Kay but didn't like her mother."



### ***Could This Really Happen?***

When asked if this situation could really have happened, there was a chorus of "yes's." When the teacher asked, "Has it ever happened to anyone you know?," there was a reluctance to answer at first.

Then one girl said, "It's happened to me hundreds of times. I go to other girls' houses to stay all night, and their mothers do things so nicely—I wish my mother were like theirs."

Those who had seemed reticent at first seemed anxious to admit similar feelings. They seemed almost relieved to realize that this was an almost universal feeling.

### ***What Would You Have Done?***

In response to the next question, "What would you have done if you had been a character in the story?," one girl said: "If I had been Beany, I don't think I would have acted differently. I think I'd have made the same mistakes. I think most people make the same mistakes."

Many children agreed verbally or nodded assent.

One aggressive girl said, "If I'd been Kay, I would have 'blown up' at my mother."

"Yes," said another girl, "I think I'd have disobeyed my mother."

When asked, "What could you have done to make the situation better?," the reply came, "Probably nothing. Things had to turn out naturally. Everyone had to learn by his mistakes."

### ***What Have We Learned?***

The response to "What have we learned in this story?" was very spontaneous. The children could hardly wait for their turns to answer.

"We've learned not to want to be like everyone else."

"We've learned to be unselfish and think of others."

"We've learned that other people feel the same as we do." (Emphatic "yes's" throughout the room).

"There's always a reason for people acting as they do."

When asked to explain further, this girl said that Kay's mother was so possessive and chummy with Kay because she was so lonely during her own childhood. Another girl said that Kay acted cold and unfriendly because she was afraid to have close friendships because of her mother.

The reading of this incident readily brought forth much discussion on all levels because this situation was close to their experience. When a story or a book is read which deals with unfamiliar situations, discussion often follows a different pattern.

### ***Experience Changes Discussion***

As an example, let's look briefly at a discussion which followed the reading of *The Big Wave*,<sup>1</sup> by Pearl Buck. In this story Jiya, a young Japanese boy, is orphaned by a tidal wave which completely destroyed the small fishing village which had been his home. He is welcomed as part of the family of his closest friend.

When asked to tell what happened, two children started but stopped when they came to the account of the tidal wave, because they and others were puzzled by what caused tidal waves. After it was decided to discuss the causes later, another girl summarized the story very nicely.

Many puzzled replies followed the question, "How do people feel in this story?":

"They don't even feel sad about death."

"They must not care about their children—they send them up the hill and just sit and

<sup>1</sup> Buck, Pearl. *The Big Wave*. John Day Co., Inc., 1948.



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*Courtesy, Stanislaus County Public Schools, Calif.*

Listening to a tape recording of 7th graders' "levels of discussion" (see below). Teachers are participants of Stanislaus County (Calif.) Pilot Study. At right of recorder, Margaret Heaton, leader of study; at left, Ora Mae Crane. Charts in background are discussed on page 156.

wait for the wave. They were crazy not to save themselves."

"Jiya was sad."

"Jiya wasn't sad enough—he was heartless to forget his parents after awhile."

"Jiya had mixed emotions."

"Jiya was afraid, but he overcame his fear at the end."

"Kino's father was brave, unafraid and unconcerned about death because he accepted life."

"The Japanese don't worry about things 'til they happen—then they accept them."

Of course most of the children felt they would have reacted differently in this story. They would have saved themselves had they been the parents, preventing the heartache that came to Jiya. At one point they agreed with the story. Jiya was given the choice of either becoming part of the poor farmer's family where he knew he would be loved or becoming the son of a wealthy elderly

gentleman who lived alone in a castle. All the children agreed that belonging to a loving family group was much more important than having material things.

The youngsters agreed that this story could really have happened—but not to anyone they had known.

These were some of the learnings achieved in this story:

"This book has taught me to think of death not as a horrible or unpleasant thing but as something to be ready for."

"The Japanese think that death is part of life."

"Family customs may be different in different parts of the world, but children everywhere need to be loved and to be part of families."

"Love and cooperation in families are more important than material things."

Often during these discussions a teacher discovers inadequate concepts, mis-

understandings or areas fraught with a great deal of emotion. These give him cues for other discussions that would be helpful.

### ***Parent-Child Relationships***

Following the *Beany Malone* discussion of parent-child relationships, one teacher wanted her class to realize that, although negative feelings toward parents were natural, children still needed the love and support of their parents and that they should give love and cooperation in return. Referring to the previous discussion, she asked, "What do we want from our parents?" After considerable discussion about how they and their parents felt and how they would react were they in the place of the parents, the class decided that children wanted and needed the following: love and affection, understanding, fairness and kindness, guidance and some restrictions, freedom, advice (when asked for), moral and social training, good example and fun together.

Through discussion they decided they would give their parents: respect, obedience, kindness, understanding, fairness, gratitude, love and cooperation.

### ***Evaluation of Progress***

After a year's experience in the use of these discussion techniques, one class and teacher evaluated themselves on progress made at each level.

1. They felt that they had learned to summarize a story more concisely, including only important parts. This learning carried over in their written language.

2. Without exception the children felt that they had learned to look below the surface of the plot to see how characters really felt. Of course, feelings had been expressed in other books read previously; but after a few guided discussions, using this sequence of questions, the children found themselves reading the stories with a new appraisal of feelings. They

reported that they felt as if they had had a part in the story—there was a new identification with the characters. One boy said, "These books were good because they told how both of the people felt instead of one." The children had a new appreciation of different points of view. There was greatly increased pleasure in reading.

3. The class felt they had learned to think more critically in problem situations. They had learned that other people had problems similar to their own and had solved them. "I've learned a lot from the problems of other kids my age," reported one boy.

4. They learned to distinguish between reality and unlikely situations.

5. Their growth in the ability to generalize was amazing. This ability carried over into science, health, social studies. They also realized that many generalizations they had accepted before were too broad or untrue.

When teachers plan discussion to follow a psychological sequence, they can help children see the function of each level of discussion. Teachers and children use the sequence not as a rigid procedure but as a way of sifting important kinds of responses. The use of levels of discussions forces children and teachers together not only to consider the content of human relations but also to evaluate their own growth in sharing ideas.

#### ***S O S to Subscribers!***

Merle Biondi, circulation director, states that we cannot guarantee delivery of *CHILDHOOD EDUCATION* if the address is incorrect. She makes an earnest plea to our subscribers to notify us of changes of address.

Since post-office authorities no longer return incorrectly addressed issues to our office, our supply of the September and October 1956 *CHILDHOOD EDUCATION* issues is depleted and we are unable to send second copies. *If you have read your September and October issues, will you return your copies to us? We will pay 40¢ each for them.*

One subscriber whose September issue did not reach her because of incorrect address, writes: "These publications are such a major resource in my teaching that I hate to give up even one issue."

## Children Communicate

### THROUGH THE ARTS . . .

*More than words express ideas and feelings. Music, art and written language communicate also. This symposium is written by Helen E. Martin, assistant professor of education, University of Pennsylvania, Philadelphia; Viktor Lowenfeld, head, Department of Art Education, Pennsylvania State University, University Park; and Helen E. Buckley, coordinator of early childhood education, State University, Teachers College, Oswego, New York.*

## Children Communicate through MUSIC

By HELEN E. MARTIN

FROM THE TIME A CHILD IS BORN HE communicates his feelings of satisfaction, exuberance and wonder through vocal and rhythmic expression. These expressions begin with wordless croonings which mothers recognize as a sleepy-time song, as a waking-up song or as squeals of sheer delight. Early childhood is preoccupied with endless experimenting with the voice. This experimentation is usually accompanied by banging, bouncing and all the ways children find for locomotion. Indeed, when left to their own devices, children use music of their own making naturally and spontaneously in their own daily activities. They convey feelings and meanings which go beyond the power of words to express. Susie chants, "Around and around and around and around," punctuated with, "Look out! Look out!," as she circles the nursery school playground on a tricycle. Jimmie claps his hands with glee and sings, "It's snowing! It's snowing!," as he looks out the kindergarten window on a wintry day. Mary in

the playhouse corner croons softly, "Go to sleep, my baby," as she rocks her doll.

### *Creative Power*

The imaginative teacher is one who capitalizes on these uninhibited expressions of children and leads them to an awareness of their creative powers. An increasing flow of ideas and feelings of significance to children is conveyed through tone and rhythm. In an atmosphere where children are allowed to express themselves freely, original song-making becomes a natural mode of communication. Sometimes it is a matter of making up original words to a familiar tune to fit the "here and now" of some classroom interest or activity. Familiar tunes such as, "The Muffin Man," "The Farmer in the Dell," "Here We Go 'Round the Mulberry Bush," or "Row, Row, Row Your Boat" can be vehicles for adapting words. At other times it is a matter of making up tunes to fit familiar words. When reading the story of *The Gingerbread Boy* to children, one teacher suggested that they make up a tune to "Run, run as fast as you can. You can't catch me, I'm the Gingerbread Man." It added great zest as they sang it each time it appeared in the story.

When a second-grade class discussed dramatizing *The Three Little Pigs*, the children decided that parts of it should be sung. After experimentation, in which each child had an opportunity to contribute, the class finally chose the best tunes to fit the conversation which appeared over and over in the story: "Please man, give me some straw (twigs, bricks) to build me a house," "Little pig, little pig, let me come in," "No, no by the hair of my chinny-chin-chin," "Then I'll huff and I'll puff and I'll blow your house in." Just as the musical setting of the text in opera adds emotional impact to unfolding of the drama, so the story was given a new dimension by making it into a baby opera.

#### **Original Words and Music**

Perhaps even more significant to children are the songs in which they originate both words and music. Usually the text comes first and grows out of a situa-

tion that inspires expression. To cite an example, a school was having a "Fathers' Night." The children had been busy for days arranging exhibits of their work to be viewed by their fathers. The third-grade teacher had a serious discussion with the children about "our fathers"—all they do for us and all they mean to us. After the children's statements were written on the board, it was discovered that with some revision they could be made into a poem. The poem was completed to everyone's satisfaction. It was then suggested that it might make a good song. Interest ran high and resulted in an inspirational little song entitled, "My Daddy." It was proudly displayed on a chart and sung with fervor for the rest of the year.

Many occasions inspire outpourings of children's deepest feelings in poetry and song. These cannot be forced but, with a guiding hand and an understanding heart, the teacher can evoke sincere



*Courtesy, Keyes Elementary School, Keyes, Calif.*

**Children "live" the words and rhythm of ducks in water.**

expressions from children. These expressions help crystalize their feelings and attitudes about human relationships and the world in which they live.

Not to be minimized is the building of a large repertoire of songs—songs for all times of the year and for all occasions, songs for a variety of moods and feelings, songs for enriching and conditioning other experiences for children. Each time a song is sung it is re-created. Each time a song is sung a child puts something of himself into it, and it becomes a vehicle for expressing his innermost thoughts and feelings.

### *Imaginative Rhythms*

Rhythmic movement is another musical medium through which children convey ideas and meanings. It is not enough for the young child to express himself with his voice alone. He reacts as a total entity to the stimulus of music in every nerve and fiber of his being. The rhythm of a gay song sets his feet a-dancing. His imagination is kindled by the words of songs and he becomes a lumbering bear, a galloping pony, a fast-moving train. The test of a good song is its ability to cause a child to identify himself so completely with it that he "lives" the music.

Singing is not the only musical medium which inspires children to action. Instrumental music played on the piano or record player gives even freer rein for children to express in movement ideas that are uniquely their own. The same selection will kindle the imagination in as many different ways as there are children in the group. To the light dainty music of "Gavotte," by Gossec, one child said, "I am a little mouse running about, stopping to look for a cat." Another said, "I am a funny clown, running and jumping up and down." Still another said, "I am just dancing the music," as she daintily ran on her toes and twirled.

Sometimes the idea for movement comes first and music is found or improvised to accompany it. Such was the case with the fourth-grade class that had been absorbed in the study of the stars and planets. The children decided to portray the movements of the moon around the earth and the planets around the sun. Time and thought were given to playing numerous record selections to find music to express these movements. An interesting "ballet" evolved. It objectified learnings the children had acquired, making them vivid and real.

Children need many avenues of expression to grow in communicative power. Music is an avenue children "come by naturally." It has within it the power to deepen and enrich life experiences for all the years to come.

## Children Communicate through ART

By VIKTOR LOWENFELD

**I**N HUMAN RELATIONS, COMMUNICATION is a two-way affair. Its effectiveness depends on the urge and skill to communicate and on the desire and ability to understand what is communicated.

In child art, too, communication primarily depends on the child's urge to express himself and on the adult's ability to identify the needs of the child so that he may understand the child's intentions. It is important, however, to keep in mind that the skills, to communicate, only grow out of the urge for expression. Since no art expression is possible without a basic experience, it is then the degree of sensitivity to experiences which is mainly responsible for the richness of the art expression of the child, provided no inhibitory factors



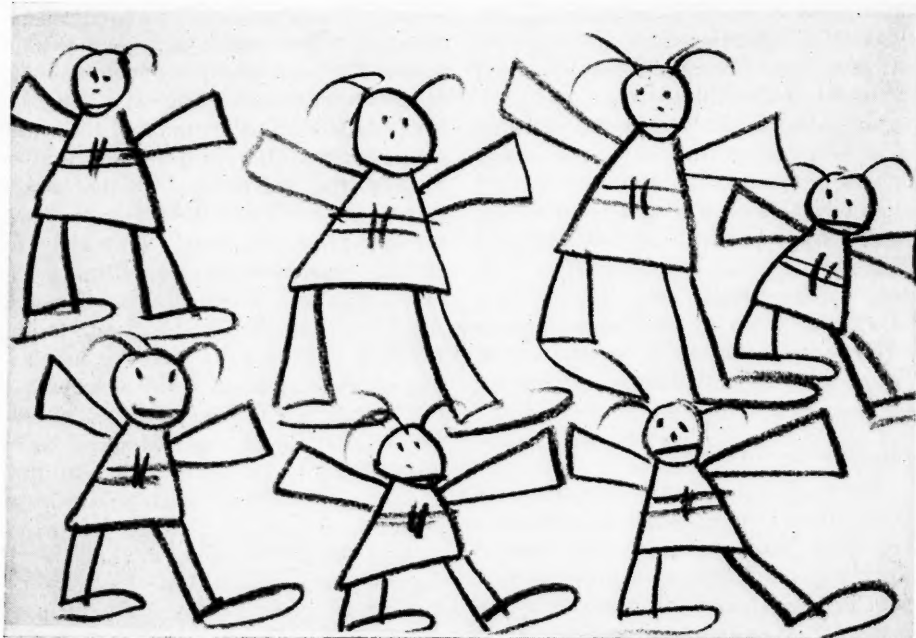


Figure 1

*Drawing by 10-year-old girl*

prevent his free expression.<sup>1</sup> As the child grows his relationship to experiences changes. Adults have to become sensitive to this changing relationship to understand the art expression of children. Without this understanding no proper art motivation is possible.

### *Stages of Communication*

In his process of growth, the child goes through various stages of communication. For a 3-year-old scribbling child, communication may merely consist of the self-assurance and enjoyment which he receives from the discovery that there is a relationship between the marks on the paper and the motions of his arms. His "communication" may be back and forth from the lines on the paper to himself and vice versa. By naming his scribbles, he may soon indicate that for the first time he relates his thinking to things

Stereotyped repetitions of same pattern for "a girl" indicate child's inability to communicate.

outside of himself. A foundation is laid to a new form of communication—communication with environment. Soon he will think: "My Daddy is a big man; he has a head and two big legs; my drawing has a head and two big legs; therefore, my drawing is Daddy." He has then established a clear relationship between his Daddy and his drawing.

Unlike language symbols, the symbols which the child uses for his art expression are highly individual. The child's concept formation in his drawing is an expression of his whole personality.<sup>2</sup> He

<sup>1</sup> McVitty, Lawrence. *An Experimental Study on the Effectiveness of Various Methods of Art Motivation on Children's Drawings*. Unpublished Doctoral Dissertation. The Pennsylvania State University, 1955.

<sup>2</sup> Read, Herbert. *Education Through Art*. Faber and Faber, London, 1943.





Figure 2

expresses not only what is important to him during the process of creating but also how sensitively aware he has become in his thinking, feeling and perceiving. Through his art the child may give us an intimate understanding of the type of relationships he has established to the things he represented. The greater his flexibility, the greater is the variety of his concepts, the more harmoniously organized is his experience—the more meaningful is the distribution on paper.

### **Extend Communication Lines**

Some children cannot communicate through art because they either lack sensitive relationships to meaningful experiences or their minds are blocked. If they lack sensitive experiences, they need to be motivated. If their minds are

**"I in my Sunday dress."  
(Drawn by same girl 1 year later)**

The more sensitive the child's relationships are to experiences, the richer is his expression. The urge to communicate grows from the desire for expression.

blocked and move around in stereotypes, their frame of reference needs to be extended. This extension of the frame of reference (lines of communication) constitutes one of the most important principles in art education or, indeed, in education in general. To extend the line of communication implies that we have always to start with the level of communication of the individual child; that is, with *his* feeling, thinking and perceiving. If his "lines" are blocked, he engages in meaningless repetition. "My child only draws airplanes." "My child only draws guns or dolls." (See Figure 1). These are remarks which we continually hear, both from parents and teachers. "Don't draw these silly guns!" would obviously not contribute to the child's extension of *his* lines of communication. On the contrary, it may for the moment deprive him of his need for security which he obviously found in such repetitive statements. If Johnny draws the same airplanes again and again, it is important to make the airplane meaningful by extending the child's frame of reference, or *his* lines of communication. If the child draws all airplanes alike, it would be a discovery for the child to distinguish between big and small planes, or to extend his lines of communication to a meaningful environment. "Where does your plane fly?" "High above ground or low?" "Does it fly through clouds?" "Where does it land?" This presumes that the teacher

or the parent also has to identify himself with the child's needs, particularly in his relations and feelings for airplanes and the concepts he develops in his paintings. If he includes the "pilot" in his painting as a first awareness that a plane has to be guided and if he, as an indication of this emotional experience, paints him very large, don't apply adult standards. What visually seems to be "correct" proportions may be completely "out of proportion" emotionally and vice versa.

### *Avoid Adult Patterns*

Let us not become one-sided in the extension of our lines of communication. Our one-sided education with the emphasis on the accumulation of knowledge has greatly neglected the development of the individual's sensibilities and their free expression. Instead of extending our lines of communication beyond the verbal by involving the whole individual—his thinking, feeling and perceiving—in his relationships to man and environment, we often confront our children with stereotyped coloring and workbooks with meaningless repetitions of adult patterns. By making the child follow a predetermined outline, we have not only prevented him from solving his own relationships creatively but have regimented him into the same kind of communication with no provision for individual differences. Recent studies have given ample evidence that the filling in of such stereotypes is detrimental to the child's creativeness.<sup>1</sup>

The contribution of the arts in extending the lines of communication is the in-

volvement of the total individual. The child communicates through art by using an intimate language, yet at the same time, a language as old and universal as man himself.

## Children Communicate through WRITING

By HELEN E. BUCKLEY

### *A Child's Real Mind*

"**P**ERHAPS YOU'VE WONDERED HOW A CHILD can see things you never dreamed about. Well, I happen to be one, so I shall tell you in my own words what I think about it.

"I think it is a wonderful thing when you have a good imagination. You can be out West, or in space, or in a plane. You can be anything you want to be and do anything you want to do there.

"Another mighty power of a very small child is that he is always the center of attraction, and likes it—ha, ha! A child is a very delicate thing. It can be hurt very easily on the inside as well as on the outside. It is a stronger thing than a hundred tanks or four forts, because in its own way it can capture your feelings, and your feelings are one of the most precious things to you and to the child.

"A child will always try to please you in his or her own way."

Thus did a nine-year-old boy write to his 4th-grade teacher, revealing not only his inmost thoughts but also his feelings toward his teacher. If he had not regarded her as an acceptant person who recognized that small boys have other thoughts along with baseball, snakes and television, he would not have been able or willing to express his feelings in such a fashion.

Acceptance, respect for another's ideas, provision of time, opportunities, and materials are the ingredients which

<sup>1</sup>Heilman, Horace. *An Experimental Study of Workbook Influences on the Creative Drawings of Children*. Unpublished Doctoral Dissertation. The Pennsylvania State University, 1954.

Russell, Irene, and Waugaman, Blanche. *A Study of the Effect of Workbook Copy Experiences on the Creative Concepts of Children*. Research Bulletin, Eastern Arts Association, Vol. 3, 1952.

encourage a child to be creative in his writing.

### **Language First**

Before writing, however, there must be many language experiences in which a child discovers his ability to put ideas together so that they convey meaning to others. If in the course of these experiences a teacher or parent records these ideas, the child begins to understand the nature and scope of writing. Written down, his story can be read not only today but tomorrow—next week—next month! Written down, his story can reach persons who are not even present for the original telling—his parents, an absent child, his brother in the room upstairs! Written down, his story is preserved forever!

### **Beginnings of Stories**

The 5 year olds who dictated stories to me, their kindergarten teacher, did not consciously *think* all these things about writing; but I am sure they *felt* them. They began by describing their drawings and paintings—first with single words, then with phrases, then with sentences, and finally with such lengthy stories that a typewriter and separate paper were needed.

As the year progressed, we discovered that pictures were not the only beginning place for a story. In fact, some of our favorite stories in books required that the listener make his own pictures—in his mind. An invitation was extended to all would-be storytellers that their “pencil person” would be available during activity time should they want something written down.

To this day I can see Butch—red-haired, lively—sitting across from me at the table, his chin supported with both hands, dictating slowly and thoughtfully. He was my first “customer,” patient with

my slowness in getting all the words down:

Today I was going out to hunt rabbits,  
But I decided not to.  
Do you know why?  
Because it would be horrid to hunt.  
You see a rabbit—and he runs away because he is afraid of you.  
I know where I saw *one* rabbit.  
Patty and I were going along and talking.  
We went past a clump of weeds.  
We heard something in the weeds.  
Out came a rabbit—hop, hop, hop.  
He had a brown back, a white cotton tail,  
and long ears. His ears didn't flop over,  
they stood up straight.  
Today I said to myself: “Maybe I could go rabbit hunting, I'd get a couple of boys—I wouldn't get Freddy, he makes too much noise going through the woods!  
I would take two guns—one in my holster and one in my hand.  
We would go toward the water—  
One boy would go one way, and one would go the other.  
I would come up through the weeds, and there would be the bunny!

How pleased he was with his story and with himself! How delighted when I read it to the group! Even Freddy beamed over his part in the story.

I learned early to be very quiet during these dictated stories—asking no questions, raising no eyebrows, but endeavoring to afford as much privacy to the author as he would have were he able to do his own writing. (It is difficult to organize one's thoughts if someone—even with the best intentions—keeps interrupting!) At the story's end, and during the reading of it to the group—if the child so desired or requested—interest, comments, even suggestions would be forthcoming.

### **Play Writing**

Greg wanted to write a play one morning. He asked if he could dictate “first thing” so that we would have time to “put it on.” He promptly proceeded in a most business-like manner: “Place:

Hippety-Hop Town." Then followed an exciting tale involving three rabbits, some grapes, and a giant who might have been borrowed from *Jack and the Beanstalk*. In true 5-year-old fashion, however, when the excitement became too much to bear, the three rabbits went home; and Mrs. Rabbit made a lovely grape pie! Fifteen minutes after the play had been written, the characters were chosen, the stage set, and the play presented—with Greg sliding into the role of author, stage director, manager and actor!

### **Immediate Sharing**

It was not always necessary to "do something" with our stories. Like painting and block building, much of the joy was in the doing and in the immediate sharing. Occasionally we would invite the children across the hall to hear some stories or to see a play.

When I taught 6 and 7 year olds, however, this was not the case. These children wanted to take their stories home—they would illustrate them, make them into books, put them on the reading table, and add individual touches in their own handwriting. Their stories did not seem compelled to end on a "comfortable note"—people were always getting "eaten up," animals were being "shot dead," and humor was becoming more subtle. Robin's story, for instance, was dictated in a strictly serious voice and only the twinkle in the author's eye gave him away:

Once upon a time there was a beetle hopping on a hill.

He was gay and happy until a wolf came.  
The beetle ate the wolf up!

Five hundred more wolves came.

The wolves got scared by the beetle!

They ran so fast they jumped into Snake River.

The beetle hopped into the river.

He saw his friends the tiger and the whale.

The beetle drank and drank—

But burped just in time!

### **Children's Stories Read**

I remember the day well that we took our "Collection of Stories" to the children's library so that "Miss Rounds would have another book to read to the children who came there." How delighted they were on a future occasion when Miss Rounds, sitting down for the usual story, picked up *their* book and announced: "I have the most wonderful collection of stories here! Let me read some of them to you."

### **Values**

"And where," you might ask, "does the teacher find time to be this 'secretary person'?" My answer is a simple one. I believe that we *find* time—no matter how busy we may be—to do that which we think is valuable. Creativeness does not flourish when one is in a hurry. For the following reasons I believe that creative writing is a valuable experience for children:

When we accept a child's story, we are accepting *him*, fulfilling in part one of the primary goals of education.

When we read his story to the group, we are giving him status, fostering good feelings among the listeners, and providing opportunities to learn respect for another's thoughts and ideas.

The writer himself builds confidence in himself as a worth-while person who can "do things." He experiences the satisfaction of seeing his thoughts and feelings transmitted into form.

The writer is given one more avenue of communication with the people of his world through the magic and the power of words. The whole world of literature opens before him, and he knows—because he *is* one—of the particular gift of self which the storyteller gives.

For these reasons I made time in my program for creative writing and gladly wielded my "silent pencil" and my "not-so-silent typewriter."

# Preserve Their Language Heritage

*Cultural difficulties cause communication difficulties. Simon J. Chavez, supervisor of elementary student teaching, University of Dayton, Ohio, maintains that promoting better understanding is justification for teaching another language in the elementary school.*

AFTER MY FIRST FEW DAYS IN THE FIRST grade I discovered that some of the other first graders already knew English. I wondered why they went to school, since to me the purpose of school was to learn a language different from the one spoken at home.

Changes have taken place since then. Today we find a growing interest in having children at the elementary level learn a second language. Changes have taken place in the youngsters in the small southwestern community where I attended elementary school. It is a rare child who does not speak English before he starts school. Far more significantly, there seems to be a tendency among these children to avoid speaking Spanish, for instance, even though Spanish is used by adults in the home.

## **Preserve Other Cultures**

This change displeases some educators and some parents. Why do these children forsake part of their heritage at a time when others have to work hard to try to capture some remnants of this culture?

Several factors are involved in this avoidance. It is quite likely that the children have sensed some of the consequences from the behavior of the adults whom they observe. The teacher who attempts to teach Spanish to these children may well run into considerable resistance. He will be far more effective if he has clear objectives and understands the factors involved.

## **Promote Better Understanding**

We should first establish a justification for teaching Spanish as a second language. The most valid objective would be that it should serve as an avenue to promote a better understanding of our southern neighbors or of those people in our midst who have inherited the Spanish culture. Any progress in this direction is worth considerable time and effort. Approaching the topic realistically, it is

doubtful that most children in the elementary school or even in high school will reach a high level of proficiency in the use of Spanish. Any communication between a child from an English-speaking home and one from a Spanish-speaking home will likely continue to be in English.

In a school that includes children of Spanish-speaking origin it might be desirable to begin to teach Spanish to the English-speaking children. The English-speaking children might become more sympathetic toward children who must learn a second language.

## **Encourage Acculturation**

If there is a noticeable division between children of the two cultures, the school's first responsibility is to eradicate this division so that each child will have the opportunity to "belong to the dominant group" regardless of cultural origin. Providing the opportunity to belong is made more difficult when members of the "in" group observe radical differences in those who are "out." These differences, whether in physical appearance or ways of behaving, are often used by members of a group to prove that "we" are alike and "they" are different.

In a bi-cultural school many children from Spanish-speaking homes will have a primary need to learn the ways of thinking and behaving characteristic of what we might call the dominant group. It is essential that they be accepted by the dominant group and that they be identified as members of the group. There will be some children who will make it their main objective in school life to be accepted and to belong to the larger group. In such a case this could very well explain their desire to avoid the use of Spanish and other behavior patterns that would remind the dominant group of differences. It is to be ex-

*(Continued on page 185)*



# WORLD UNDERSTANDING

## Begins with Young Children

*Research reveals that children learn attitudes from parents before the age of four years. What then is the teacher's responsibility to children for laying a foundation in world understanding?*

**I**N THE UPPER ELEMENTARY GRADES AND in the high school we approach the goal of world understanding directly and rationally. We are concerned with improving the quality of our teaching of the social studies, with providing experiences in which boys and girls may participate in citizenship roles, with deepening the understanding of social concepts, with examining social issues. We do all this because we believe with our founding fathers that a country conceived like ours in the ideal of equal opportunities for life, liberty and happiness for all can survive only through an enlightened citizenship. Our forefathers thought of the little country, a mere strip of land along the Atlantic seaboard, that they had fought to bring into being. In the brief century and a half since their time we have extended their conviction to include, through an enlightened world citizenship, survival of all civilization. As Barnard and Mann in the early days of our country called on their fellow countrymen to preserve that for which they had fought, voices are raised today in every quarter of the world making the same plea for civilization itself. The means proposed are the same—more and better education for more people.

### Goals

Our consideration here has to do with the earliest years—from birth to about

eight—when little can be done by way of direct teaching of world understanding. The difference between the simple activities of these first years and the complex ones of the pre- and early adolescent years is so very great that it is easy to lose sight of the relationships between them. But it is only as we improve our ability to keep in mind the continuum of growth from birth to maturity, lay a firmer foundation in terms of the total personality structure to be reared, and build more surely step by step in the intervening years in terms of worthy goals can we hope to raise the level of our mature citizenship, both on a national and a world basis.

Few would dispute the goal. Events have forced upon us the vision of the idealist of a world in which there will be more of understanding of each other, more of the will to cooperate, more of appreciation and enjoyment of our variations, more of faith in ourselves and others, more of peace and less of war. The most practical-minded realist accepts today the necessity of such a goal.

There is increasing examination too of the steps along the way toward the goal, more critical evaluation of traditional approaches, more fundamental changes in curricula. The concept of

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movement from the "here and now" to the more remote, so long an accepted procedure in the social studies, is much less neatly conceived in light of the psychological closeness today even to little children of the farthest lands. Foreign languages are moving away from an academic to a working approach and from the high school to the kindergarten. More recognition of the significantly increasing role in world destiny of races other than the white is indicated in new emphases in history. These and many other curricular changes are signs of a growing sensitivity to the responsibility of the school in helping to determine the direction of civilization.

### **Basic Behavior Patterns**

Our discussion here is confined to the earliest years, the years in which we believe the foundation for world understanding must be laid. We begin with the first three years, the period controlled in the main by the home. Unfortunately, as yet there is little home-school cooperation during this period. Because of this lack when the child enters school, rarely before four and then only in a minority of cases, the school at best has only the most fragmentary knowledge of the highly significant circumstances of these years. And yet it is in these years that all the basic tendencies and behavior patterns relating to self and others are given impetus and direction.

Many studies give evidence of the significance of these years for later social development. For our purpose the work

of Celia Burns Stendler seems of particular importance. She points to two especially critical periods: the first nine months and the second and third years. In the first, the child is started on the path of trust in others when his needs are met consistently; when not so met, because of sudden changes and disruptions in procedure, his frustrations establish the beginnings of low ego strength and low frustration tolerance. In the second, when culturally acceptable modes of behavior need to be formed and conflicts ensue, the basic trust in a loving adult established earlier will make for a normal balance of dependence on and lessened control of the adult; if, on the other hand, there are fluctuations and uncertainties, an ill-defined personality structure is likely to result.<sup>1</sup> Here are the seeds from which will develop those basic attitudes toward self which determine in large measure the attitudes one holds toward others.

### **Self-Understanding Established**

We are convinced that if a child as he grows toward maturity is to include gradually more and more of the world's people in the sphere of his understanding and good will, we must in these earliest years see that his self-understanding and good will toward himself are firmly established. Unless this is done, little good will come of his rational study of world conditions later. Healthy attitudes

<sup>1</sup> Celia Burns Stendler, "Critical Periods in Socialization and Overdependency," *Child Development*, Vol. 23, No. 1 (March, 1952).

toward self should be the major aim in the guidance of infancy.

### **Adult Attitudes Potent**

Attitudes are contagious. In the earliest years, the attitudes of adults in the home are most potent in their influence on the child. However, we no longer think that it is a matter of specific attitudes that are transferred from parent to child. Rather, it is the whole complex of attitudes of the parents that determines the nature of the attitudes the child develops toward himself and others. As a result of their study of prejudices among 240 school children Harris, Gough and Martin point out that the prejudices found were more associated with a complex of attitudes of parents—their authoritarian or permissive attitudes, their rigidity or liberalism in regard to their children's behavior—than to any direct transference of specific prejudices.<sup>1</sup> It is the total climate in which the young child is reared that counts. Where this is good, specific deviations from the desirable are not too serious in their effect.

### **Teacher Responsibilities**

What can the teacher of young children do about these early years over which he has so little control? Directly, he can learn all that is possible about them so that he can build intelligently on what has gone before. The teacher can work cooperatively with the parents as soon as the children come to school. Indirectly, he can point out the need for including education for parenthood at every step of the way from the beginnings in doll play in the nursery school to specific instruction in the high school. He can cooperate with the church in its efforts toward inculcating in the population a feeling for the spiritual responsibilities of parenthood. He can work with the social agencies of his school com-

munity for the improvement of family living. The teacher, and particularly the teacher of young children, cannot work in isolation nor confine his labors to the classroom. The utmost in cooperation is needed among all social agencies in the education toward world understanding. As all have a stake in the achievement of the goal, each has its particular function to contribute in the process.

The actual teaching in the nursery school, kindergarten and primary grades is probably more in harmony with the facts of human growth and development over a wider area of the earth than it is in the later years of school life. In the face of overcrowded schools and the attacks made on procedures founded on well-established principles, it is ours now to maintain the gains made in the first half of this century. The application of these principles is essential to the laying of the foundation that is the particular responsibility of the teacher of young children. The application needs to be made, however, in terms of the problems we are facing now and the particular needs these problems bring. This necessitates an evaluation of specific materials and experiences in order to test their value at the present time. It is very easy to slip into stereotyped procedures. Only by continuous examination can we assure our use of the most effective procedures. The principles are well established, but the materials and experiences need to be viewed afresh.

### **Here and Now**

The principle, for example, of moving from the "here and now" outward in time and space is as true today as when Pestalozzi proclaimed it. But what is the "here and now" today? Children

<sup>1</sup> Dale B. Harris, Harrison G. Gough, and William E. Martin, "Children's Ethnic Attitudes: Relationship to Parental Beliefs Concerning Child Training," *Child Development*, 1950, 21: 169-181.

### **Important!**

Through an error the Statler Hotel room rates were omitted from hotel registration information. Since the Statler will be used for many Conference activities it is vital that registrants have the following information:

Statler Hotel	Single Rooms	Double Rooms	Twin Rooms	Dormitory Rooms
	\$6.50-12.	\$9.-14.	\$10.-15.50	\$19.-Up

# 1957 Study Conference

*of the*  
**Association for  
Childhood Education  
International**

**Time:** April 21-26

**Place:** Los Angeles, California

**Theme:** That All Children May Learn

**Information**

**on:** Special Features

Program Schedule

Study Groups


Registration

Hotel Accommodations

# TENTATIVE SCHEDULE — 1957 ACEI STUDY CONFERENCE

April 21-26 ★ Los Angeles, California ★ Official Hotels: Statler and Biltmore

Theme: That All Children May Learn

	SUNDAY, APRIL 21	MONDAY, APRIL 22	TUESDAY, APRIL 23	WEDNESDAY, APRIL 24	THURSDAY, APRIL 25	FRIDAY, APRIL 26
MORNING		That All Children May Learn—ACEI Day 9:00-10:30 General Session 11:15-12:00 Action for Children	That All Children May Learn, We Must Prepare Ourselves 7:30-9:00 Organizational Breakfasts 10:00 General Session 11:00 Background Lectures for Study Groups	That All Children May Learn, We Must See Them in a Variety of Situations 9:00 A Morning with Children	That All Children May Learn, We Must Evaluate and Plan 7:30-9:00 Regional Breakfasts 9:30 Branch Forums: Officers, Pub. Reps. Int'l. Chmn.	That All Children May Learn, We Must Move Forward 9:00-11:00 General Business Session: Editor's Report Comm. Reports Invitations Vote on Constitution ACEI Center 11:00-12:00 General Session
AFTERNOON	2:00-8:00 Registration	12:00-2:30 ON YOUR OWN 12:00-2:30 Functional Display Open 2:30-4:00 Planning for Action 4:30-5:30 Branch Program Clinics on: Programs Finances Membership and Other Problems 4:30-7:00 Functional Display Open	12:00-2:30 ON YOUR OWN 12:00-2:30 College and University Luncheons Functional Display Open 2:30-4:00 Study Groups 4:30-6:30 Choice: Studios Exhibits 4:30-7:00 Functional Display Open	2:30-4:00 Study Groups 4:30-6:30 Choice: Studios Exhibits 4:30-6:30 New Directions in Education 4:30-7:00 Functional Display Open	12:00-2:30 ON YOUR OWN 2:30-4:00 Open Committee Meetings 4:30-5:30 Interest Group Meetings	
EVENING	8:00 General Session	7:30-8:30 Reception 8:30 Talking It Over with Headquarters Staff ACEI Exec. Bd. Past ACEI Pres. Cal. Conference Comm.	8:30-10:30 Open Editorial Board Meeting	8:30 General Session	7:00 California Night	National Council for Elementary Science 

NOTES: Conference registration in Los Angeles will be held in Hotel Statler. Hours: Statler, April 20, 2:00 to 6:00 p.m.; Sunday, April 21.

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# *The Association for Childhood Education International* *1957 Study Conference*

*April 21-26 - Los Angeles, California*

**Theme:** THAT ALL CHILDREN MAY LEARN

At the Conference in Los Angeles you will work with people who are concerned, as you are, for children. Opportunities to focus on the needs of children will be provided. In planning the program, the ACEI Executive Board considered the suggestions of those who attended previous Conferences. Non-members as well as members are invited.

## **SPECIAL FEATURES OF THE CONFERENCE**

**Study Groups:** Register early so you can participate in the study group of your choice. Discuss and study problems of mutual concern. Study groups open only to those who register for entire Conference.

**School Visiting:** Enjoy visits to schools and other centers (for children) as a fresh stimulus to your own work with children and as an important resource for study group discussion.

**General and Special Sessions:** Attend inspiring and informative lectures. Participate in lively discussions.

**Excursions:** Visit many places of historical and general interest in and near Los Angeles.

**Branch Forums and Branch Problem Discussions:** Help plan for action 1957-1959. A new Plan of Action will be adopted. Make suggestions. Talk over its uses. Discuss Branch activities. Bring your hopes and problems. Exchange ideas.

**Open Committee Meetings:** Meet committee members. Discuss committee work.

**Regional Breakfasts:** Join others from your region at breakfast; share Branch news; have fun and fellowship with neighboring ACE members.

**Studios:** Examine creative materials; discuss them; try them yourself.

## **PLACE**

The Biltmore and Statler Hotels are official Conference hotels. General Sessions and other meetings will be held in the First Methodist Church and two official hotels. Conference registration will take place at the Statler Hotel.

**Note:** To insure the best use of limited time and to aid in arriving at wise decisions, the Executive Board asks that items of new business be given in writing to some member of the Executive Board before April 20, or at least twenty-four hours before the general session at which they will be presented—Friday morning, April 26.

This section of **CHILDHOOD EDUCATION** has been so planned that it can be detached without disturbing the rest of the magazine. Those wishing to attend the Conference are asked to use the forms on pages 4-5.

**Interest Groups:** Learn of new trends in special fields of interest such as nursery, kindergarten, primary, intermediate and church school education and legislation affecting children.

**Resource Materials Center:** See the latest educational publications while you have time to browse.

**Functional Display:** Learn about approved educational materials by seeing them on display and using them.

**Branch Materials Center:** Review ACE Branch materials on display—notebooks, project reports, program ideas.

**National Council for Elementary Science:** Consider questions related to the teaching of science. The National Council for Elementary Science has arranged a program to follow the Conference. Details available later.

**California Displays:** See an exhibit of pictures and materials describing experiences of children in California.

**Talking It Over:** Visit and discuss your problems with members of ACEI Staff and Board.

**New Directions in Education:** Hear addresses by leaders in related fields such as anthropology, political science and sociology.

**Conference Or Teacher Education:** Inform yourself on new trends and promising practices in teacher education.

**HOUSING:** Hotels, motels and rates are listed here. Use the form below. All hotels are within convenient walking distance of the three meeting areas. Direct public transportation from motels to church and hotels.

<b>Hotels and Motels</b>	<b>Single Rooms</b>	<b>Double Rooms</b>	<b>Twin Rooms</b>	<b>Dormitory Rooms</b>
<b>Biltmore</b> .....	<b>\$7.00</b>	<b>\$8.00-12.50</b>	<b>\$11.00-15.00</b>	<b>\$18.00 4 in room</b>
<b>Figueroa</b> .....	<b>4.50-12.00</b>	<b>6.00-14.00</b>	<b>7.50-15.00</b>	<b>10.00</b>
<b>Mayflower</b> .....	<b>5.50- 9.00</b>	<b>5.50- 7.00</b>	<b>6.00- 8.00</b>	
<b>Ritz Flower</b> .....	<b>3.00- 4.50</b>	<b>5.50</b>	<b>5.00- 6.50</b>	<b>11.00 for 2 plus 1.50 for add. cots</b>
<b>Holiday Lodge Motel</b> .....	<b>7.00</b>	<b>9.00</b>	<b>10.00</b>	<b>12.00-14.00</b>
<b>Motel de Ville</b> .....	<b>8.00</b>	<b>9.00-10.00</b>	<b>11.00</b>	<b>13.00-14.00</b>

### REQUEST FOR HOTEL ACCOMMODATIONS

Mail to: ACEI Housing Bureau, c/o Los Angeles Chamber of Commerce, Box 3696, Los Angeles 54, California

Note: Arrange for double occupancy of rooms wherever possible, since single rooms are limited in number.

Confirmation cannot be sent before January 10.

Do not send any money with this form.

Date.....

Accommodations desired:

Hotel (1st choice)..... Hotel (3rd choice).....

Hotel (2nd choice)..... Hotel (4th choice).....

.....Room with bath for 1 person

.....Room with bath for 2 persons (double bed)

.....Room with bath for 2 persons (twin beds)

.....Dormitory room with bath for ..... persons

If reservation cannot be made in one of the hotels indicated, shall we place you elsewhere?

Yes..... No.....

Date and hour of arrival.....Date and hour of departure.....

Mode of transportation to Los Angeles (train, plane, bus, car).....

Names and addresses of all persons to occupy rooms: (Please print.)

.....  
.....  
.....

Signed .....

Address .....

### Reservation for California Night

California Night is planned to give you a picture of the culture groups of the Pacific coast. Identical dinners and programs will be provided in each of several areas in Greater Los Angeles.

Mail reservation with check for \$4.00 not later than March 1, 1957. Make your check or money order payable to California ACE Conference Fund.

Transportation will be arranged when necessary.

I (can, cannot) provide my own transportation.

Cancellations will not be honored after April 1, 1957. Pick up your reservation at the California Night table, Statler Hotel, at the time of registration.

Miss

Mr.

Mrs.

Name

Branch

Street

City

State

CLIP AND MAIL THIS SECTION TO ACEI HOUSING BUREAU  
c/o Los Angeles Chamber of Commerce  
Box 3696, Los Angeles 54, Calif.

CLIP AND MAIL THIS SECTION TO  
MISS MARGARET CASSIDY  
506 South Ogden Drive, Los Angeles, Calif.

CLIP ALONG DOTTED LINE AND MAIL TO  
ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL  
1200 15th Street, N.W., Washington 5, D. C.

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## REQUEST FOR PRE-CONFERENCE REGISTRATION

Mail to: Assn. for Childhood Education International, 1200 15th Street, N.W., Washington 5, D.C.

Miss  
Mr.  
Mrs.

(Surname first)

Street..... City and State.....

Name of public school system, private school or institution with which you are connected:

### Check only ONE item — professional status:

- |                                                          |                                                 |                                                |
|----------------------------------------------------------|-------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> College or Univ. Faculty Member | <input type="checkbox"/> Librarian              | <input type="checkbox"/> Superintendent        |
| <input type="checkbox"/> Community Worker                | <input type="checkbox"/> Nursery School Teacher | <input type="checkbox"/> Supervisor            |
| <input type="checkbox"/> Intermediate Teacher            | <input type="checkbox"/> Primary Teacher        | <input type="checkbox"/> Undergraduate Student |
| <input type="checkbox"/> Kindergarten Teacher            | <input type="checkbox"/> Principal              | <input type="checkbox"/> (Other).....          |

Are you a parent of a child between the ages of 2 and 12? ☐

### Check only ONE item — membership status:

- |                                               |                                                                                                                      |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> ACEI Life Member     | <input type="checkbox"/> ACE Branch Delegate, please give name of Branch: <input type="checkbox"/> ACE Branch Member |
| <input type="checkbox"/> International Member | <input type="checkbox"/> Nonmember                                                                                   |

### Registration prior to March 22, 1957

Registration fee \$12 ☐  
Undergraduate Student \$4.50 ☐

### Registration after March 22, 1957

Registration fee \$13 ☐  
Undergraduate Student \$5.00 ☐

Enclosed is my registration fee for the 1957 ACEI Conference in Los Angeles \$.....

## Study Group Registration

Miss  
Mr.  
Mrs.

(Surname first)

Street..... City and State.....

Select IN ORDER OF PREFERENCE the four groups in which you are most interested. Please make your choices carefully. Avoid choosing a group that others from your locality are choosing. Insure varied experiences for your group. Indicate your preferences below. (For list of study groups, see pages 6, 7, 8.) Assignments will be made in the order in which registrations are received at Headquarters. The registration receipt mailed to you will verify your assignment.

1st Choice..... 2nd Choice..... 3rd Choice..... 4th Choice.....

## REGISTRATION

Early registration by mail reserves for you a place in the group of your choice. Use the form above and enclose your check or money order.

Pre-conference registration by mail,

January 11-March 22.....\$12.00

Undergraduate Student..... 4.50

Late registration in Los Angeles,

April 20-22..... 13.00

Undergraduate Student..... 5.00

When your registration form and check are received at Washington Headquarters, a receipt will be sent to you.

In Los Angeles you will present your receipt at the Conference desk, Hotel Statler, and receive: official badge — admits you to Conference sessions; study group admission card; official program. (The Conference report will be mailed to you before the end of May).

**Late Registrants:** Those who wait to register in Los Angeles pay more and cannot be assured of enrollment in groups of their choice.

**Special Note:** No provision is made for registration for less than the total time of the Conference, since events planned for the five days are closely related.

**Refunds:** Those registering but unable to attend the Conference may receive a refund of \$11 (to undergraduate students, \$4.00) by sending the *Official Receipt* to Headquarters in Washington before June 1. Refunds cannot be made after the close of the Association's fiscal year.

**Special Meals:** Tuesday morning (7:30) has been set aside for organizational breakfasts. Tuesday noon has been set aside for college and university luncheons. Thursday morning has been reserved for regional breakfasts.

Groups wishing to plan special meals should make arrangements directly with the hotel as early as possible. ACEI Headquarters will make room arrangements with hotel and send confirmation to groups. For detailed information write to ACEI Headquarters, 1200 Fifteenth Street, N.W., Washington 5, D. C.

## STUDY GROUPS

"That All Children May Learn" is the theme of the 1957 ACEI Study Conference. This theme involves teachers, parents, church school workers — all who influence what happens to children.

To develop this central idea are four sections, each of which has groups approaching the theme from a different point of view. Study group participants will have an opportunity to select a group which most closely meets their needs. It is hoped that registrants will be helped to broaden horizons and to gain a fuller understanding of the problems with which they are faced from day to day.

In the four times which study groups meet they will hear a background lecture, discuss the problem with leaders and other study group members, visit centers in the Los Angeles area to see children at work. At the final session the various experiences of the group will be pooled.

Below is listed a wide variety of study groups. Choose one that promises to be of most help with your problems.

### Section I. THAT ALL ADULTS MAY UNDERSTAND CHILDREN

*Coordinator:* Lorraine Sherer

- GROUP 1. WHAT RESEARCH TELLS US ABOUT HOW CHILDREN LEARN  
*Leader:*
- GROUP 2. WHAT RESEARCH TELLS US ABOUT HOW CHILDREN GROW AND DEVELOP  
*Leader:*
- GROUP 3. RESEARCH IN THE CLASSROOM CAN HELP US UNDERSTAND CHILDREN  
*Leader:* Marie Hughes, University of Utah, Salt Lake City, Utah
- GROUP 4. ENRICHMENT IN THE LIVES OF ADULTS CONTRIBUTES TO THE LEARNING OF CHILDREN  
*Leader:* Wanda Robertson, University of Utah, Salt Lake City, Utah
- GROUP 5. UNDERSTANDING CHILDREN WITH SPEECH DIFFICULTIES  
*Leader:* Vivian Lynndelle, State Department of Education, Sacramento, Calif.
- GROUP 6. UNDERSTANDING CHILDREN WITH HEARING DIFFICULTIES  
*Leader:*
- GROUP 7. UNDERSTANDING CHILDREN WITH SIGHT DIFFICULTIES  
*Leader:*
- GROUP 8. HELPING THE SLOW-LEARNING CHILD  
*Leader:* Willa Peace, Board of Education, New York, New York
- GROUP 9. HELPING THE GIFTED CHILD  
*Leader:* Donald J. Kincaid, Los Angeles City Schools, Los Angeles, Calif.
- GROUP 10. HELPING THE EMOTIONALLY DISTURBED CHILD  
*Leader:* Grace Dolmage, University of British Columbia, Vancouver, B. C., Canada
- GROUP 11. HELPING THE HANDICAPPED CHILD  
*Leader:*
- GROUP 12. HELPING CHILDREN WHO ARE TRANSIENT  
*Leader:* Helen Cowan Wood, Fresno County Schools, Fresno, California
- GROUP 13. WHAT EXPERIENCE WITH CHILDREN TELLS US ABOUT PLANNING SCHOOL BUILDINGS  
*Leader:*
- GROUP 14. WHAT RESEARCH TELLS US ABOUT CHILDREN AND THEIR HUMOR  
*Leader:* Beatrice Hurley, New York University, New York, New York
- GROUP 15. UNDERSTANDING CHILDREN IN NURSERY SCHOOLS  
*Leader:* Katherine Read, Oregon State College, Corvallis, Oregon
- GROUP 16. UNDERSTANDING CHILDREN IN KINDERGARTEN  
*Leader:* Mildred Kane, Oregon College of Education, Monmouth, Oregon
- GROUP 17. WORKING IN AN EXTENDED SCHOOL PROGRAM  
*Leader:* Hazel Gabbard, Office of Education, Washington, D. C.

## **Section II. THAT ALL CHILDREN MAY ATTAIN PROFICIENCY IN THE TOOLS OF LEARNING**

*Coordinator:* Helen Heffernan, State Department of Education, Sacramento, California

- GROUP 26. ARITHMETIC AS A TOOL OF LEARNING  
*Leader:* James B. Macdonald, University of Texas, Austin, Texas
- GROUP 27. ARITHMETIC AS A TOOL OF LEARNING  
*Leader:* Dan Dawson, School of Education, Stanford University, Palo Alto, California
- GROUP 28. PROBLEM-SOLVING AS A TOOL OF LEARNING  
*Leader:* Marguerite Brydegaard, San Diego College, San Diego, California
- GROUP 29. READING AS A TOOL OF LEARNING  
*Leader:* Ethel Thompson, National Education Association, Washington, D. C.
- GROUP 30. READING AS A TOOL OF LEARNING  
*Leader:* Willard Abraham, Arizona State College, Tempe, Arizona
- GROUP 31. LANGUAGE ARTS AS A TOOL OF LEARNING  
*Leader:* Ruth Strickland, Indiana University, Bloomington, Indiana
- GROUP 32. INFLUENCE OF WORK AND PLAY MATERIALS ON LEARNING  
*Leader:* Dorothy Pape, Public Schools, Toronto, Ontario, Canada
- GROUP 33. SCIENCE AS A TOOL OF LEARNING  
*Leader:* Gerald S. Craig, Teachers College, Columbia University, New York, New York
- GROUP 34. SCIENCE AS A TOOL OF LEARNING  
*Leader:* Alta Miller, Jordan School District, Sandy, Utah
- GROUP 35. PROGRAMMING A SCHOOL DAY  
*Leader:*
- GROUP 36. PROGRAMMING A SCHOOL DAY  
*Leader:* Jennie Campbell, Brigham Young University, Provo, Utah
- GROUP 37. A SECOND LANGUAGE AS A TOOL OF LEARNING  
*Leader:* Lucile Lindberg, Queens College, Flushing, New York
- GROUP 38. AUDIO-VISUAL MATERIALS AS TOOLS OF LEARNING  
*Leader:* Charles Dent, University of Texas, Austin, Texas
- GROUP 39. TEACHING CHILDREN RESPONSIBILITY  
*Leader:* Kenneth Wann, Teachers College, Columbia University, New York, New York

## **Section III. GOOD HUMAN RELATIONS ARE IMPORTANT**

*Coordinator:* Howard Lane, New York University, New York, New York

- GROUP 51. GOOD HUMAN RELATIONS ARE IMPORTANT AMONG TEACHERS  
*Leader:* Max Bettyessa, Stanford University, Palo Alto, California
- GROUP 52. GOOD HUMAN RELATIONS ARE IMPORTANT AMONG LIBRARIANS, CHURCH, SOCIAL, COMMUNITY AND HEALTH WORKERS  
*Leader:*
- GROUP 53. GOOD HUMAN RELATIONS ARE IMPORTANT BETWEEN SCHOOL PERSONNEL AND CHILDREN  
*Leader:* Myrtle Imhoff, U. S. Office of Education, Washington, D. C.
- GROUP 54. GOOD HUMAN RELATIONS ARE IMPORTANT AMONG SCHOOL PERSONNEL  
*Leader:*
- GROUP 55. GOOD HUMAN RELATIONS ARE IMPORTANT AMONG ADULTS OF DIFFERENT POINTS OF VIEW  
*Leader:* Christine Heinig, American Association of University Women
- GROUP 56. GOOD HUMAN RELATIONS ARE IMPORTANT AMONG PARENTS AND TEACHERS  
*Leader:* Myra Woodruff, State Department of Education, Albany, New York
- GROUP 57. DISCIPLINE AS A BASIS OF GOOD HUMAN RELATIONS  
*Leader:* Jesse Hill, Oregon College of Education, Monmouth, Oregon
- GROUP 58. MORAL AND SPIRITUAL VALUES CAN CONTRIBUTE TO GOOD HUMAN RELATIONS  
*Leader:*
- GROUP 59. GOOD HUMAN RELATIONS AND MENTAL HEALTH  
*Leader:*
- GROUP 60. GOOD HUMAN RELATIONS ARE IMPORTANT BETWEEN SCHOOL PERSONNEL AND COMMUNITY WORKERS  
*Leader:* Dorothea Hinman, Pennsylvania State University, State College, Pa.

- GROUP 61. GOOD HUMAN RELATIONS ARE IMPORTANT AMONG COMMUNITY ORGANIZATIONS WORKING FOR CHILDREN  
*Leader:* Dorothea Jackson, Seattle Public Schools, Seattle, Washington
- GROUP 62. GOOD HUMAN RELATIONS BETWEEN CHILDREN ARE IMPORTANT  
*Leader:* Margaret Harris, Little Red School House, New York, New York
- GROUP 63. INTERPRETING THE SCHOOL PROGRAM TO THE PUBLIC  
*Leader:* Agnes Snyder, Adelphi College, Garden City, New York
- GROUP 64. OUTDOOR EDUCATION IN THE SCHOOL PROGRAM  
*Leader:* George Myers, Michigan State University, East Lansing, Michigan
- GROUP 65. SOCIAL STUDIES AS A BASIS FOR GOOD HUMAN RELATIONS  
*Leader:* Arthur Lewis, Public Schools, Minneapolis, Minnesota

#### Section IV. THAT ALL CHILDREN MAY LEARN THROUGH CREATIVE EXPERIENCES

*Coordinator:*

- GROUP 76. RELATIONSHIP BETWEEN LEARNING, GROWING AND CREATIVE EFFORT  
*Leader:* Lorrene L. Ort, Bowling Green State University, Bowling Green, Ohio
- GROUP 77. PROVIDING A CLIMATE OF LIVING THAT INVITES CREATIVITY  
*Leader:* Clara Antin, New York University, New York
- GROUP 78. HOW CAN WE ENCOURAGE CHILDREN TO DEVELOP THEIR ABILITY IN ART?  
*Leader:* Archie Wedemeyer, San Francisco Unified School District, San Francisco, California
- GROUP 79. HOW CAN WE ENCOURAGE CHILDREN TO DEVELOP THEIR ABILITY IN ART?  
*Leader:* Leafy Terwilliger, Fresno County Schools, Fresno, California
- GROUP 80. HOW CAN WE ENCOURAGE CHILDREN TO DEVELOP THEIR ABILITY IN MUSIC?  
*Leader:* Arne W. Randall, Texas Technological College, Lubbock, Texas
- GROUP 81. HELPING CHILDREN AS THEY ADVENTURE WITH LITERATURE  
*Leader:* Frances Sayers, University of California at Los Angeles, Los Angeles, California
- GROUP 82. HELPING CHILDREN AS THEY ADVENTURE WITH LITERATURE  
*Leader:*
- GROUP 83. HOW CAN WE HELP CHILDREN TO ENJOY RHYTHMIC ACTIVITIES?  
*Leader:* Irene L. Schoepfle, Orange County Schools, Santa Ana, California
- GROUP 84. HOW CAN WE ENCOURAGE CHILDREN TO ENJOY DRAMATIC PLAY?  
*Leader:* Margaret Woods, University of Washington, Seattle, Washington
- GROUP 85. HOW CAN WE ENCOURAGE CHILDREN TO WRITE?  
*Leader:* Mauree Applegate, Wisconsin State College, La Crosse, Wisconsin

### TO HELP YOU REMEMBER



I Requested:

Hotel Reservations at .....

Study Groups Number ....., ....., .....

I Made California Night Reservations

Yes	No
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*Courtesy, American Red Cross*

**A sharing experience in the early years leads toward later world understanding.**

whose fathers have fought in Korea, children to whom television brings daily pictures of events occurring all over the earth as well as imaginary events beyond the earth in far-off space, children for whom it is all in an ordinary day's experience to meet a guest from another land—these children need help as they stretch out toward horizons far beyond those of the children of even a decade ago. It must not be forgotten that it is just as important as it ever was for these children to know and appreciate the fireman, the policeman, the baker, the shoemaker—workers in their immediate community. Today we have the more difficult task of helping children at one and the same time to push their roots deep down in their own soil and to spread their imaginations to take in those distant worlds to which they are equally closely related by virtue of their close human contacts through the experience of family and friends.

The learning of foreign languages is closely related to the expanding world horizons of today's children. We adults need other languages as no preceding generation had need of them. Our children will need them to an even greater extent. Certainly, when we travel abroad today we will not further relations of good will if we throw the whole burden of communication upon our hosts. Host countries appreciate when visitors attempt, even haltingly, to speak their language. We are thrown politically, commercially and culturally with peoples from all over the world as never before; we can no longer afford to foster misunderstanding through our inability to increase our skills of communication.

### ***Another Language***

The ease with which many children can learn another language supports the claim for its introduction into the early years of school life. But a warning is



needed—for our zeal is already carrying us to excess, as in the case of one school in which teachers who knew nothing of the language to be taught were expected to keep one jump ahead of the children by learning a lesson daily by instruction from one teacher who had command of the language. Such practice will contribute little to world understanding. If on the other hand children who have recently come from another country are given opportunity to preserve their language heritage through use, all will learn from each other. If we have teachers with command of another language they should be encouraged to use it conversationally with children in their classrooms, even with the youngest children. The beginnings should be informal and natural to a particular situation. The values are important as adding to the sum total of communication among people of different backgrounds. It must be remembered that communication for the sake of understanding of others is the aim. The same dual responsibility exists in the case of language as in the development of the near and immediate along with the remote; namely, that we must combine increasing skill in the use of our native language with widened opportunities for communication through control of an additional language. Fortunately, they are mutually re-enforced in most cases.

The problems of dependence and control of the first three years centered in parent-child relationships now are succeeded by additional problems (the first are far from completely resolved when the child enters school) inherent in peer relations. To learn to speak up for one's rights, gradually to give up some rights for the good of others and to argue out differences rather than use fists—these

are the social learnings of the four-to-eight-year period in which reasonable progress can be expected.

### ***Quality Is Catching***

The quality of the teacher, as is true of the quality of the parent in the home, is the dominant factor in the effectiveness of his role. Usually children of the four-to-eight-year age group have one teacher for the whole school day and for the entire school year. This is a heavy concentration of influence. What the teacher believes in his innermost core will be subtly carried over to the children. As was indicated in the case of parents' influence, it is not so much any one specific bias or prejudice that will be transmitted. Rather it is the teacher's total outlook of authoritarianism or permissiveness, narrowness or breadth of understanding, passivity or activity in matters of human relations that will influence the personality structure of the children. If the school is to play its part in laying the foundation in the early years for later world understanding, teachers of broad outlook and human sympathy will be the deciding factor in the process.



**TV GUIDE**

*Reprinted by permission of "TV Guide"*



*"Silent Night, Holy Night"*

### *A Thank You to an Uncle at Christmas*

Like a tall, slender tree  
Standing straight in the sky,  
With knots in the wood  
And branches arched high.

With hands that are gnarled  
But as kind as can be  
He's sturdy as an oak  
Or a lonely pine tree.

—JUDY

### *My Tree*

Dear me, sir! Haven't you got a tree  
That is just exactly right for me?  
Short, tall, fat and wide is all I can see,  
And that's not what I wanted my tree to be.

This tree must be perfect in height,  
But, my, there isn't one in sight!  
Its branches must be long in length  
Straight out as though to show its strength.

You see, sir, this tree is for Him  
The Little Baby Jesus, even to its trim.  
And that is why my tree will be,  
A perfect tree, just wait and see!

—JOYCE

### *Icicles A'Marching*

Look at all the icicles,  
Standing in a line  
All ready to march away.  
Hep! Three, six, nine.

First comes the major,  
Then the general short and fat.  
Six lieutenants looking like  
Napoleon with his hat.

The bugler blows his horn  
And they're ready to march away.  
But they're fastened to the roof—  
I guess they're here to stay!

—JEAN

*Children's poems, courtesy of Maureen Applegate*

## What We Give, We Have

HANSI STARED AT THE LITTLE TREE. COULD IT be possible that he himself had made it? Although he was apprenticed to Vogel, the greatest silversmith in the land, this tree seemed beyond even the wizardry of the Master—a thing elfin—mysterious—not of this world. There it stood—a miniature pine, wrought in silver; its frosty needles so delicate as to have been breathed on a window-pane by the Frost King himself.

And indeed it was truly through the Frost King that Hansi had first come upon the little tree.

One Christmas night—how long ago it seemed—two years?—but what is time to one who fashions his dreams into realities? Hansi had climbed up to his mountain home from a long day at the forge. How weary he was! The moon floodlighted the mountain side like a stage. Low bushes caught at the boy's rough coat with spiny fingers, and the mountain trees thrust their toes between his thick boots and strove to trip him. Then Hansi saw the tree.

At first glance, the little apprentice was sure that what he saw was an Ice Princess fleeing from a pursuing king. The glass toe of her dancing slipper was poised over the brink of the rock and the pebbled silver of her flying cloak was caught on a stick of frozen weed. Then Hansi realized that the Ice Maiden was a tree—a tree seemingly caught in the act of jumping from one rocky ledge to another. Yes, how like a princess the little tree appeared to be! Its slender trunk was encased in a bodice and skirt of silver, held daintily in the long jeweled fingers of an icicle.

Without realizing what he did, the boy fell on his knees before the Ice Maiden and put his warm lips to the hem of the silver cloak.

"You should have seen it, Hertl," Hansi confided to his little brother that night, the little brother who had never left his pallet by the fire since the crippling sickness had left his legs withered and useless.

"*Make me see it, Big Brother,*" Hertl begged, "your voice is my eyes and my legs."

And so began the story of the Ice Maiden, who was escaping from the Erl King. Night after night, Hansi told it to Hertl until it was almost as real as the great eyes of this little brother raised so worshipfully to his in the flickering flames of the fire.

Then one day when the great Vogel was in a rare and talkative mood, Hansi told him the story; and the listening eyes of Vogel were the listening eyes of the little brother of the withered legs.

For long the Master stared into the fire, saying nothing; but warmth flowed between the man and the apprentice who loved him as mountain streams mingle their waters in the spring and flow into the valley together.

Then, abruptly, the older man rose and from a great chest in the corner drew forth a bag of ancient silver coins.

"These coins were my son's," he said, laying his hand upon the boy's shoulder in a rare gesture of affection, "but my son is dead. Take them, my son, and fashion from them the silver tree of the mountain side which you have already fashioned in your heart."

And now after two years the tree was finished, ready to be carried this night as a gift to the little brother of the withered legs whose eyes and whose legs Hansi was.

"I am almost afraid to see the tree, Big Brother," Hertl had said the week before. "I have seen it so long with the eyes of my heart only, that the eyes in my head may not see it as it really is."

Hansi looked with love at the thing his heart had dreamed and his hands had fashioned. How beautiful and how truly exquisite the little tree was! Although Hansi had never seen a Christmas tree, truly the silver pine he had created from the Frost King's pattern could have graced the Christmas table of a modern princess. What the Frost King had done with moisture, Hansi had created in silver. Yes, as one looked at the little tree, he could see the long, graceful icicles dripping from the branches and silver sleet clinging to the spreading boughs.

*Mauree Applegate, associate professor of education, Wisconsin State College, La Crosse, has presented us with a Christmas gift—this original story.*

Thinking of Hertl and the coming Christmas at home, Hansi smiled to himself. How fortunate he was to have a Master like Vogel. The touch of his Master's hand to his little apprentice was as delicate as the silver medallions he fashioned for the lords to give their gracious ladies, and his touch on Hansi's heart was more delicate still. Hansi smiled again, remembering the day he had become the Master's apprentice. He, Hansi, had been so surprised after it was all over, that he had almost fallen into the crucible and melted with the silver.

When a thing has been hidden long in one's heart, it feels naked to thrust it suddenly into the light of day. And Hansi could not remember when in his dreams he had not been apprentice to the great Vogel. Day after day, year after year, from the time his toddling steps could carry him to the forge, he had stood, as motionless as the soot on the wall, as the Master wrought in filigree or used his delicate instruments to fashion with his hands what he had already fashioned in his heart.

"The Master's shadow!" the villagers had called him, but with respect, for what other child could get within shouting distance of the Master when he was working at this precious silver.

Yes, for years Hansi had been the Master's shadow, neither speaking nor being spoken to; then one day when the Master's right hand had reached out for the annealing hooks, Hansi had found *his* right hand providing them. From then on, and without a word being said, the right hand of Hansi had become the left hand of the Master until each could read the thoughts of the other as the shepherd read the winds that would bring snow to the flock.

Hansi was aroused from his dream by the sound of footsteps and the harsh whisper of boots on the outer flagstones. He looked up into the finest pair of brown eyes he had ever seen. But the stranger was not looking at the little apprentice. No, all that his eyes beheld was the little silver tree standing like an angel of light in that dark room. And, although he was standing, the tall stranger seemed to be kneeling in worship to the little Ice Maiden.

"May I buy this exquisite thing?" the

stranger almost demanded in a voice thick with feeling. "Surely, the great Vogel has left his stamp on it as he does on all he has wrought. It is as like his work as one purple shadow of the mountain is like another—alike, yet different. My servant will bring in whatever gold the great Vogel demands in exchange for this masterpiece," and the stranger rubbed his hands in satisfaction.

Hansi stared at the stranger. "I made it," he faltered, "it is the tree of the Ice Maiden from the mountain side near my father's hut!"

And now it was the stranger's turn to stare. "You fashioned that tree!" he said in unbelief. "You, a mere lad?"

"But I am the left hand of the great Vogel," Hansi declared proudly. "From my tenth birth-date, I have been his apprentice. From him, I have learned all I know. I am but the shadow of the Master of all great silversmiths. The shadow of a great tree, though shortened, still has the image of the tree itself, even in the morning."

"I had hoped to buy the tree for my son," mused the stranger almost to himself, "my only son. All day he lies on his silken bed, his withered legs unable to follow the sound of the horn or the feet of the soldier. Neither can his ears hear; they are as dead as the gray stone of the mountain wall. All I can ever do for him is to buy for him the treasures that delight the eye. He has no treasures of the heart. Since he cannot run about like other children, his heart too seems to have withered, like his useless legs." And the stranger turned abruptly away and brushed his hands across his eyes.

For a moment only, Hansi hesitated. "A boy whose ears were dead! How like death itself!" In his mind, he saw the adoring eyes of the little Hertl as he listened before the fire to the tale of the Ice Maiden. Then Hansi stood before the little tree and gravely regarded it—its delicate needles shimmered in the dying light of the forge. "I want no gold pieces," he said to the stranger. "One cannot sell what is a part of himself. But take this tree to your son," he said, thrusting it into the stranger's hand. "My brother has ears, even in his heart,"—and Hansi fled from the room.

The story of Hansi and his gift of the tree is still told around the fire in the huts of the mountain men and in the halls of the rich. "Only what we give can we still have," say the wise ones—and they shake their heads at the grasping fingers of their sons.

# Literature

## communicates to children

"... the head does not hear anything until the heart has listened ..."

**WHAT IS LITERATURE FOR CHILDREN?** How can you as teachers obtain information and knowledge about children's books? How can you obtain the books themselves, particularly if your school has no library or there is no public library of any consequence within reach? How can literature become an integral part of the whole curriculum? How can books and other forms of literature be presented to children in such a way that they enjoy the experience and seek more of its kind?

Children's literature—like all literature—reflects the tone of the period in which it is written. Today we are living in a scientific age, an age of fact; we must be alert to recognize that there are two kinds of literature and that both should become a part of the child's world. I speak of literature that informs the heart as well as literature that informs the mind. As the philosopher in James Stephens' *Crock of Gold* said, "I have learned that the head does not hear anything until the heart has listened, and that what the heart knows today, the head will understand tomorrow."<sup>1</sup>

### *Integral Part of Life*

Literature for the child should be an integral part of his life and of his entire school day. We can no more afford to confine the enjoyment of introduction of books to one specific program than we can confine the exercise of his body to

one specific time of day. The literature of the world is his heritage, and certainly a knowledge of it should be an important part of his existence. When we speak of literature for children, let us mean just that. Lillian Smith, in her wonderful book *The Unreluctant Years*, stated that "children's books do not exist in a vacuum, unrelated to literature as a whole. They are a portion of universal literature and must be subjected to the same standards of criticism as any other form of literature."<sup>2</sup> In their experiences with literature, children need a blend of the old and the new and an introduction to it in all its forms—animal stories, stories of realism and of fantasy, books on heroes of the present and the past, books on rhythm and imagination—in short, the world of poetry.

A book is an intimate and personal experience. It is enjoyed individually and has a different meaning for each reader.

Literature seems to me much like a potter's wheel. The plot, the characters and the locale are the clay and the wheel itself; the skill, the dexterity and the artistry within the potter's hands make the object a work of art or an ordinary piece of clay. So too with writing—the ingredients are the same, but it is the inspired molding of the writer which alone creates a masterpiece.

<sup>1</sup> By permission of the publisher. Stephens, James. *Crock of Gold*. The Macmillan Co., 1954.

<sup>2</sup> By permission of the publisher. Smith, Lillian. *The Unreluctant Years*. American Library Association, 50 E. Huron St., Chicago, 1953.

## ***Classics Are Read***

The span of childhood is very brief. The fourteen years out of a normal lifetime are few indeed. Yet during those years standards and values are formed. In this era of doubt, tension and sometimes defeatism, let us not lose faith in the capacity of children. Let us recognize the forces that seem to be working toward overwhelming the child of this age in mediocrity. It is asked, "Will children read the classics?" At Enoch Pratt Free Library we believed they would. New copies of some 20 titles, all of which might be considered classics, and important to the child's literary growth, were ordered. They were then dressed in plastikleer jackets and set up as a special exhibit—something very important and unusual! The exhibit was called "Old—Yet New." In a neighborhood with a very low reading level, the librarian reported considerable success.

## ***Information About Books***

To obtain the information which you need in introducing children to literature and to obtain the books themselves is sometimes very difficult.

In spite of the resources of this country, there are still many areas where books of any kind are scarce and where books of value are rare phenomena. Of great help to teachers and librarians are the traveling exhibits of children's books which are sent out from state library extension agencies. At present 28 states provide this service. Many public libraries, too, send boxes of books into the schools for classroom use.

Many states issue book lists on various subjects and provide reference service. Excellent sources of help, particularly in the form of booklists, are the ACEI; the Library Service Division of the Office of Education, HEW; local libraries, both school and public; and the state agencies,

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*Elizabeth H. Gross, formerly coordinator of work with children, Enoch Pratt Free Library, Baltimore, is now studying at Johns Hopkins University. This article is a condensation of Miss Gross' talk given at the 1956 ACEI Study Conference.*

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themselves. Many publishers, too, issue helpful lists of their publications under the subjects included in the curriculum.

The Children's Book Council of New York, composed of many of the editors of children's book departments in the publishing world, provides a quarterly calendar which at the moment is free and may be had by writing to the council at 50 West 53rd Street, New York 19. This calendar includes notes on new books, new editions, events of interest in the children's book world and a calendar of dates highlighting birthdays and publishing events for each day of the months listed. It is invaluable for displays and special celebrations. In some of the Pratt libraries a book a day is featured. The children call it "the blue-plate special."

## ***Library of Congress***

The Library of Congress has large holdings of children's books which would be of inestimable value if a specialist in children's literature were on the staff. ACEI and AAUW sponsored a survey in 1952 by Frances Clarke Sayers on the resources of the Library of Congress insofar as children's books were concerned. These resources were found to be tremendous, but they remain of little value until there is someone on the staff who can coordinate and disseminate them. Should funds eventually be made available by Congress for such a specialist, the value of his work to the teaching profession alone in the compilation of bibliographies would be immeasurable.

## ***Areas of Literature***

The books published for children today which lend themselves to a broaden-



ing of the curriculum and to an awakening of new ideas and vistas in the child's mind are numerous.

The field of folklore is another important area of literature which can be put to excellent use. It is said, "If you would know a nation, study its folklore." In the folklore of the world are revealed not only the fundamental beliefs, aspirations, fears and humor of mankind, but also the characteristics of the nation to which a man belongs. Take for example American folklore. Its heroes are men of the elements, the soil and the sea—boisterous, good humored, optimistic, extravagant. A fairy tale from France or one from Finland may have the same plot and the same characters, but each will be told from the point of view of the particular nation. Cinderella alone is said to exist in more than sixty variants.

Books from all countries are important for children to see and handle. Children enjoy seeing the books which boys and girls across the seas are reading. Language is a fascinating medium for children. As the result of Baltimore's children seeing these books, grammars in French and Spanish have been added to the children's book collections.

From infancy children love the melody of words, possessing as they do an instinctive sense of rhythm. How well Beatrix Potter knew that as in her classics she included words that needed to be spoken "trippingly on the tongue."

Learning to listen is vital; learning to express ideas, feelings and opinions is equally so. Despite their outward sophistication and their wide and varied interests, basically children are not very different from those of a generation ago, as proven by Terman and Lima in 1926 in their study of children's reading interests. A variety of techniques is needed, however, to wean children away from a steady diet of one type of book or to

divert them from prejudices in their reading.

Books of Biblical times and of early Greece and Rome are growing in popularity among children due to the influence of mass media such as comics, movies and television. A Baltimore librarian, in order to widen the reading interests of the children, originated and encouraged the publication of a book-reviewing sheet. Those children who were definitely one-sided in their reading were invited to a meeting to consider the project. The children eagerly seized upon the idea. An editor and a staff were elected and guest editors provided for. The purpose of the sheet was to recommend books of various themes to other readers. The librarian suggested the books to the reviewers, keeping in mind her purpose of widening their reading interests. With the responsibility of reviewing, the children discovered that many books which they had previously neglected were interesting. Children can often be led to new experiences in books by appealing to their intelligence and their ability to judge what their peers like.

### *How to Present Books*

A knowledge of the techniques for presenting books to children so that they will seek them of their own volition is of vital importance. One of the most enriching experiences for children is still the age-old art of storytelling. From primitive times man has listened to stories.

In storytelling the child absorbs the language and the wisdom of the world. It is a difficult medium to use because of the time needed for preparation, yet it is an effective way to exercise the child's imagination. Reading aloud is also an art and requires some, though not as much, preparation.

Records are another source for introducing literature. Musical story hours are favorites with the children.

The film, like television, is the "Pied Piper" to children. It possesses swift action. It can be absorbed at a glance; the words and pictures are there to be heard and seen.

No effort is involved, and therein lies the danger. In spite of this, we should certainly not be deterred from making excellent use of these audio-visual media. Rather, we should be challenged to use these forms of art in such a way as to develop and enrich the child's experience. They can be stepping-stones to literature. At their best they can be literature in themselves. The Pratt Library is making more and more use of films with children, using them as introductions to literature or as a part of a program combining the arts of print, storytelling and photography.

Taking the film as the center of focus, it is possible to enrich children's experiences in literature by building books and stories around it.

Play-acting is a natural outlet for children. To help children create within themselves the part and emotions of the characters is to enable them to experience literature in a very real and satisfying way.

In Baltimore we are fortunate in having two children's theatre groups—the

Children's Experimental Theater and the Children's Educational Theater. Both originated more than a quarter of a century ago at Johns Hopkins University and are now on their own, each having a board of directors. In both groups there has been emphasis on the experience and learning that the theater can give to children, the development of character as well as the importance of creative dramatics.

Children's dramatizations of books are most important, as I am certain every teacher knows. Even the youngest children take great delight in acting out *Jack and the Beanstalk* and in "doing their research," as they call it, before the dramatization. Puppets are an invaluable tool and youngsters are ingenious in devising their own properties.

### *Sincerity Above All*

In enriching children's experiences with literature in any form we ourselves must enjoy and appreciate the value of not only the medium with which we are working but the content of the literature itself. Children demand *sincerity* from the author, as well as from the storyteller—this above style, subject or plot.

The resources for enrichment are myriad. They require only a sincere belief in the value of literature in everyday living and the imagination to seek them out.



**B**UT THE WORLD OF BOOKS IS THE MOST REMARKABLE CREATION OF MAN. Nothing else that he builds ever lasts. Monuments fall, nations perish, civilizations grow old and die out; and after an era of darkness new races build others. But in the world of books are volumes that have seen this happen again and again, and yet live on, still young, still as fresh as the day they were written, still telling men's hearts of the hearts of men centuries dead.—CLARENCE DAY.

# NEWS and REVIEWS

## News HERE and THERE . . .

By FRANCES HAMILTON

### *Helen Mary Reynolds*

HELEN MARY REYNOLDS passed away on September 27, 1956. She had spent a long life in service for children and was respected and loved by people all over the country.

During the quarter century she served as director of kindergarten-primary education in Seattle. Kindergarten expansion, which had been retarded during World War I, was resumed until every child of kindergarten age in Seattle had opportunity to attend a public kindergarten. This was accomplished in spite of and during the great national depression.

Miss Reynolds pioneered in the West in developing with teachers a *Course of Study in Terms of Children's Activities*, publication of which won her national recognition.

From 1935 to 1937 she served as president of the Association for Childhood Education International. Other organizations concerned with children also claimed her interest and time: She was on the board of Junior Programs when it was organized in 1936 in Seattle and subsequently on its Advisory Committee. She was president of Seattle AAUW and for several years directed a Children's Fair—exhibiting toys, books and educational materials. She was a member of the child-health division of the World Federation of Education Associations.

Miss Reynolds has written a number of articles published in various periodicals. She was a skillful storyteller. In 1934 she wrote *In Our Backyard*, stories for children recounting interesting, homey incidents from her childhood.

One of Miss Reynolds' joys after retirement was accepting invitations to tell stories to children in classrooms. Children and teachers alike loved and respected her. One teacher of upper grades remarked, "Although I never had direct contact with Miss Reynolds, I have always considered her one of the most able educators."—ELIZABETH NETERER, *Public Schools, Seattle, Washington*.

### *Happy Birthday*

WILLIAM HEARD KILPATRICK, of Teachers College, Columbia University, celebrated his eighty-fifth birthday on November 20. As a leader in educational thought he is recognized internationally.

People in the field of early childhood education credit William Kilpatrick with interpreting the importance of those years of the lives of children and raising the status of education of young children in the opinion of educators and the general public.

ACEI members know him well through his loyal participation in the work of the Association and his continuing activity as a member of the Editorial Board of *CHILDHOOD EDUCATION*.

### *Changes at Headquarters*

ACEI Headquarters is proud to announce changes of responsibilities for two staff members.

LUCY PRETE, for a number of years the efficient secretary to ACE Branches and editor of Branch publications, is now assistant editor of ACEI publications. Miss Prete succeeds DOROTHY CARLSON, assistant editor. After nine years of efficient work at ACEI Headquarters, Mrs. Carlson has resigned to become editor of scientific publications.

MARGARET AMMONS, who came to Washington as the 1956-57 Fellow in August, has joined the Headquarters staff as associate secretary. Her major responsibilities will be coordinating the work of ACE Branches and State Associations and carrying through plans for the annual Study Conference. The October issue of *CHILDHOOD EDUCATION* carries an account of Miss Ammons' activities prior to her coming to ACEI Headquarters.

### *Educational Exhibit from France*

An exhibit of pictures of French school children was displayed in the ACEI library during the month of November. This exhibit, one in a series at Headquarters of educational exhibits from different countries, was furnished by the Society for French American Cultural Services and Educational Aid.

### Returning to Normal

The din and dust which accompany the installing of a new air-conditioning system in the building where we are tenants have subsided just enough for you to hear us wishing you a happy holiday season. If it were quiet longer you could hear the busy buzzing of work at Headquarters. These months are the busiest of the year with preparation for the Study Conference and the peak of Headquarters activities in servicing Branches.

### Everyone Is Needed

In the September BRANCH EXCHANGE, a message from the ACEI Executive Board encourages each ACE Branch to take the responsibility for organizing a new Branch.

Branches also have an opportunity to extend the influence of ACE and ACEI. Because we are an organization for those concerned with children from two to twelve years, membership may include many who are not directly related to the field of teaching. In considering increasing the number of Branch memberships are we making it possible for parents, administrators, pediatricians, church school workers, social workers, librarians, private school workers and nurses to take advantage of and contribute to the work of ACEI?

Diversity of backgrounds and increased membership can enlarge the circle of influence of ACEI's work for children.

### Television for Schools

If your community is considering television for schools, a review of this medium as it is related to education may be helpful. *Television in Our Schools* is a recent revision from the Office of Education. This bulletin analyzes TV's role in education and how it is being used over the country. It takes a look at the future of educational television.

### ACEI Headquarters Building Fund

December—sometimes called "The Children's Month"—offers an appropriate time to give thought to the program and the needs of organizations concerned for children. This magazine's publisher, the Association for Childhood Education International, is an organization devoted to "the improvement of opportunities for children." To carry on present services more effectively and to make possible the extension of services, the Association needs its own permanent ACEI Center.

December is significant in another way. This is the month when serious consideration must be given to income tax deductions—contributions to worthy causes. Gifts to ACEI's Building Fund are deductible.

Give serious thought to your 1956 gift to ACEI's Building Fund. Current figures on the fund are:

Gross receipts October 1:	\$36,936.18
Net receipts:	33,641.66
Goal:	225,000.00

----- (Sign, clip and mail this form NOW with your gift) -----

### GIFT TO ACEI BUILDING FUND

(Gifts to ACEI Building Fund are Tax Exempt)

Date .....

To ACEI, 1200 Fifteenth St., N. W., Washington 5, D. C.:

I hereby give to the Building Fund of the Association for Childhood Education International, a corporation organized under the laws of the District of Columbia and now having office at 1200 15th Street, N. W., Washington 5, D. C.,

the sum of ..... \$

\$ ..... enclosed.

(Branches using this form, please add name and location of branch at bottom of form.)

Signed .....

Address .....

City ..... Postal Zone ..... State .....

## Books for Children . . .

Editor, ALICE L. ROBINSON

**I KNOW A MAGIC HOUSE.** By Julius Schwartz. Illustrated by Marc Simont. New York: Whittlesey House, 330 W. 42nd St., 1956. Pp. 32. \$2. The author of *Now I Know, It's Fun to Know Why*, and other science books for beginners has again in his imaginative and informative style written a delightful book about everyday things that happen in almost every house. An introduction to how we get water, toast bread, cook food, telephone, pop corn and do other interesting things, this book is one for the primary shelf to start children observing and wondering. Marc Simont's colorful illustrations are appropriate and helpful. Ages: 5 to 7.

**THE FIRST BOOK OF GARDENING.** By Virginia Kirkus. Pictures by Helene Carter. New York: Franklin Watts, Inc., 699 Madison Ave., 1956. Pp. 69. \$1.95. This book comes straight to the point and deals accurately, informatively and interestingly with the various gardening problems faced by the beginner—from buying the seeds to harvesting. The text and pictures together form a guide for young gardeners that, if followed, will insure the success essential to satisfying garden experience. Ages: 8 to 12 and even amateur adults.

**THE COMPLETE BOOK OF SPACE TRAVEL.** By Albro Gaul. Illustrated by Virgil Finlay. Cleveland: World Pub. Co., 2231 W. 110th St., 1956. Pp. 159. \$4.95. This is a book for boys and girls who are past the play stage and really want to know about space travel. The author discusses the basic question, "What are we going into space for?" He then plunges into informing his readers in the matters of selection and basic training of the crew, the ship itself and conditions inside, the take-off, space ports, navigation and finally the universe itself. A closing chapter supposes that we might possibly receive a visit from outer space before we ourselves get around to call. Included in the volume is *A Portfolio of Early Space Ships 1638-1929*, compiled by Sam Moskowitz. Ages: 12 to 14.

**MAN AND HIS TOOLS.** By William A. Burns. Illustrated by Paula Hutchison. New York: Whittlesey House, 1956. Pp. 158. \$2.75. As a director at the American Museum of Natural History, William Burns sees today's tools and machines through the eyes of an historian. His unique book explains the origin of modern tools including knives, saws and hammers. Fire, transportation, man's use of forces, his methods of holding things together and his use of gravity are all explored in a fascinating straightforward manner. Ages: 9 to 12.

**MICKEY'S MAGNET.** By Franklyn M. Branley and Eleanor K. Vaughan. Drawings by Crockett Johnson. New York: Thomas Y. Crowell, 432 4th Ave., 1956. Unp. \$2.50. Teachers and parents who ask for easy science books will be delighted with this introduction to magnets. So will children! Placed beside a magnet brought to school or discovered at home this book is a ready made introduction to "reading and doing." Full-page colorful drawings help to make this appropriate for ages 4 to 7.

**DESERTS.** By Delia Goetz. Illustrated by Louis Darling. New York: William Morrow & Co., 425 4th Ave., 1956. Pp. 64. \$2. Delia Goetz, widely known for her books on Latin America, has written a most informative book on deserts—deserts in general and specifically those in our own country. Beginning with the causes of deserts and closing with changes which discoveries and machines have made on man's life on the desert, the author explores adaptations of plant and animal life and the everyday life of various desert peoples. She shows especially how water continues to be "the magic word in the desert." Louis Darling's illustrations are beautiful and informative. Ages: 8 to 12.

**HOW TO MAKE A MINIATURE ZOO.** By Vinson Brown. Illustrated by Don Greame Kelly. Boston: Little, Brown & Co., 34 Beacon St., 1956. Pp. 212. \$2.75. The many girls and boys who enjoyed Vinson Brown's *How To Make a Home Nature Museum* will use this volume as a guide in collecting, keeping and observing all kinds of living things—making aquariums and animal cages, collecting nets. The author answers innumerable



questions about the nature and habits of the wild things children find and wonder about. A helpful bibliography of other natural history books is included. Children will find this book a most useful resource. *Ages: 8 to 13.*

**THE WONDERS OF SEEDS.** *By Alfred Stejerud. Illustrated by Shirley Briggs. New York: Harcourt, Brace & Co., 383 Madison Ave., 1956. Pp. 119. \$2.75.* The editor of the Yearbook of the U. S. Department of Agriculture has written an interesting and informative science book that will appeal to both girls and boys. The fascinating research done to discover the age of a lotus seed (a thousand years or so) is described; from there the formation, structure and germination of seeds is presented in non-technical terms and delightful manner for *ages 10 to 14.*

**THE GOLDEN BOOK OF SCIENCE FOR BOYS AND GIRLS.** *By Bertha Morris Parker. Illustrated by Harry McNaught. New York: Simon & Schuster, 630 5th Ave., 1956. Pp. 96. \$3.95.* Bertha Parker, who has taught science to hundreds of children in the laboratory schools at the University of Chicago, knows what interests children and is skillful in helping them find answers to their questions about the natural and physical world. In this volume she explores with them earth, sea, air, plants, animals, and man and his inventions. Illustrated in color, this 10" x 13" book will be treasured by children who are curious about the world in which they live. It will be useful to teachers and parents who wish to expand the horizons of children who wait for someone to open the doors of science. *Ages: 9 to 12.*

(Continued on next page)

### RAINBOW RHYTHMS RECORDINGS AND MUSIC FOR CHILDREN

Composed, arranged and recorded by Nora Belle Emerson

Edited by Thos. E. McDonough

#### FIRST SERIES (3 vinylite plastic records—78 RPM—Blue Label).

\$5.50 per set postpaid. Run, Hop, Skip, Walk, The Doll, The Acorn, Bouncing Balls and eleven other original rhythms.

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\$5.50 per set postpaid. Rainbow Rhythm Band, Jump the Rope, The Elephant, Cotton Pickers, Windmills, U. S. Victory March and nine other mimetics, rhythm stories and imitations.

#### THIRD SERIES (3 vinylite plastic records—78 RPM—Green Label).

\$5.50 per set postpaid. God Made the World So Beautiful, Bubble Song, Snowflakes and Skating, Dog Walk, Dixie Hoe Down and six other action songs, rhythm stories and rhythm movement patterns.

#### NEW EDITION (October 1, 1956)

#### FOURTH SERIES (3 vinylite records—14 rhythms—78 RPM)

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The Wheel Chair Waltz, Little Ole Rock on a Hill, Snap Finger Polka, Where Is That Little Shadow, This Little Leaf Came Tumbling Down, Roll the Ball and eight other rhythm pattern movements for the primary and intermediate grades; **ALSO ARRANGED FOR EXCEPTIONAL CHILDREN.**

#### Instruction Booklets Accompany Each Set of Records

#### THESE ARE PIANO RECORDINGS

These rhythmic patterns and songs are original. Each rhythm and song arises from a natural situation. Basis rhythmic principles such as tempo, accent and intensity are emphasized to facilitate the teaching of fundamental body movements. These arrangements are also suitable for exceptional children.

#### Mail Orders to:

**RAINBOW RHYTHMS, P. O. Box 608, Emory University, Georgia**



## Books for Children

(Continued from page 181)

**THE MIGHTY ATOM.** By John Lewellen. Illustrated by Ida Scheib. New York: Alfred A. Knopf, 501 Madison Ave., 1956. Pp. 58. \$2. John Lewellen's book fills young readers' need for an easy book on the atom. It starts with the beginning of the atom story and is as easy as the large type and helpful diagrams make it look. With it children will answer their own questions about the atom and atomic energy. Ages: 8 to 12.

**INSIDE THE ATOM.** By Isaac Asimov. Illustrated by John Bradford. New York: Abelard-Schuman, 404 4th Ave., 1956. Pp. 176. \$2.75. *Inside the Atom* goes into considerable detail but remains as non-technical as the subject permits. The clear organization and careful writing will lead those with some knowledge and interest to further exploration in the field of the atom and atomic energy. A complete treatment for ages 13 and up.

**WONDER WORLD OF MICROBES.** By Madeleine P. Grant. Illustrated by Clifford N. Geary. New York: Whittlesey House, 1956. Pp. 160. \$2.75.

**MAGIC BULLETS.** *The Story of Man's Valiant Struggle Against Enemy Microbes.* By Louis Sutherland. Illustrated by E. Harper Johnson. Boston: Little, Brown & Co. 1956. Pp. 148. \$3.

Madeleine Grant's book might well have been called "Microbes and You," for its emphasis is on the relationship of these tiny creatures and modern living. The international aspect of significant scientific discoveries is pointed out: the treatment of penicillin, new vaccines and the polio story make this excellent book as up to date as the news.

Louis Sutherland, a microbiologist on the staff of the Roosevelt Hospital in New York, begins his book with the invention of the microscope and ends with a look at the future, treating the nature of microbes—their behavior, importance, usefulness and harm. Both books are important additions in the biological field, dealing as they do with areas where comparatively little is available for young people. Ages: 13 and up.

The preceding books were reviewed by GLENN O. BLOUGH, associate professor of education, University of Maryland, College Park.

**THE CUNNING TURTLE.** Written and illustrated by Kurt Wiese. New York: Viking Press, 18 E. 48th St., 1956. Pp. 32. \$2. Attendance at a meeting of bird musicians in cloudland proved to be no problem to boastful Mr. Turtle. He hid in Mr. Buzzard's guitar for the flight up. On the way back to earth, a sneeze Mr. Turtle could not suppress startled Mr. Buzzard, who turned his guitar upside down. Mr. Turtle fell to earth and cracked his shell. Mrs. Turtle so admired the pattern that turtles have had cracks in their shells ever since. Soft green illustrations give a cloudlike effect and suggest distance. The drawings of the bird characters are unusually expressive. Ages: 4 to 7.

**GEORGE.** *Story and pictures by Phyllis Rowand.* Boston: Little, Brown and Co., 1956. Unp. \$2.50. A big dog who, without being invited, attached himself to a big family proceeded to make trouble for all of them. He overturned the boat, followed Mother to work, knocked guests off the sea wall, gathered the neighbors' newspapers, dug in the garden, ate merchandise in stores, chased the police car—and each time some member of the family said, "This dog must go!" When he disappeared for a day, they all discovered how lonely they were without him and gave him a name, which they had not had time to do before. The illustrations are full of a feeling of hurry and dash, admirably suited to the activities of George and his family. Ages: 4 to 8.

**KENNY'S WINDOW.** *Story and pictures by Maurice Sendak.* New York: Harper & Bros., 49 E. 33rd St., 1956. Unp. \$2. While this book will not appeal to all children, it will provide a rewarding experience for imaginative ones. Best used with an individual child or with a small group, it concerns a small boy's play with his toys, his dreams, the blend of his pretend-world and of his real one, both inside and outside his window. In answering the seven questions from one of his dreams, Kenny found the most difficult to be, "Do you always want what you think you want?" He discovered that there is much enjoyment to be had in wishing for something and in thinking about it, without really having to have it at all. Ages: 6 to 8.

**MARGED.** The Story of a Welsh Girl in America. By Florence Musgrave. Illustrated by Arline K. Thomson. New York: Ariel Books, Farrar, Straus, and Cudahy, 101 5th Ave., 1956. Pp. 250. \$2.75. In many respects the life which Marged and her little brother, mother, father, and grandmother had on their farm on the Ohio River near Pittsburgh was better than they had had in Wales. They made friends quickly and learned new ways. Christmas that year was a particularly happy one. Then came spring floods. Because Gran'ma refused to leave the house for higher ground, Mama and Dada were drowned. Marged's slow maturing to the place where she could overcome her resentment toward Gran'ma led to an important turning point in her life. Ages: 10 to 13.

**LITTLE PEAR AND THE RABBITS.** By Eleanor Frances Lattimore. Illustrated by author. New York: William Morrow and Co., 1956. Pp. 125. \$2.50. This story of Little Pear will be as much-liked as was the first. The warm love each member of this Chinese family has for the others, the

kindly humor which pervades their relationship, their part in village life, the responsibilities each bears—all these show the reader or listener the very real environment in which this farm boy plays and works and goes to school. Third graders can read this easily. Younger children will like to hear it read. Ages: 7 to 10.

**TOO MANY SISTERS.** By Jerrold Beim. Illustrated by Dick Dodge. New York: William Morrow and Co., Inc., 425 4th Ave., 1956. Unp. \$2. The easy-to-read text, complemented by attractive pictures of a wholesome American family, makes a book both boys and girls will want to read. Each sister had her good points, but all four together complicated life for an independent boy. When they first tried to invade the boys' clubhouse they were unwelcome, to say the least; but after they helped defend the clubhouse in a snowball fight and helped Mike get home with a sprained ankle, he decided "even pioneers let ladies into their forts." Ages: 6 to 9.

(Continued on next page)

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## Books for Children

(Continued from page 183)

**THE JANITOR'S GIRL.** By Frieda Friedman. Illustrated by Mary Stevens. New York: William Morrow & Co., Inc., 1956. Pp. 157. \$2.50. Although this is a story about a problem, it is in no sense artificial or contrived. Excluded from the social life of the girls in the apartment building in which she lived because she was the superintendent's daughter, Sue had a difficult period of adjustment. The gradual development of her new set of values, seen against the background of family life in a big city, makes absorbing reading for girls. Ages: 9 to 12.

**MOLLY IN THE MIDDLE.** Written and illustrated by Eleanor Frances Lattimore. New York: William Morrow and Co., Inc., 1956. Pp. 127. \$2.25. Being the middle child in a family of nine children was difficult at times, especially when it meant being put in charge

of Edward, a forgetful younger brother who wanted so much to be included in the activities of his three older brothers. This is a natural family story, full of love, happiness and laughter. Ages: 7 to 9.

**PERRY THE IMP.** By William Lipkind and Nicolas Mordvinoff. New York: Harcourt, Brace, 1956. Unp. \$2.95. As highly improbable as others by this author and artist, this book has the same excellent integration of pictures and text. A mischief-playing imp found himself selected mayor because the townspeople thought he practiced their way of life. When the imp fixed every clock in town so that they all told the same time, he was deposed. Ages: 5 to 8.

**THREE BOYS AND A TRAIN.** By Nan Hayden Agle and Ellen Wilson. Illus. by Marian Honigman. New York: Charles Scribner's Sons, 597 5th Ave., 1956. Pp. 116. \$2.25. The same triplets were in earlier stories, *Three Boys and a Lighthouse* and *Three Boys and a Remarkable Cow*. In this book they stow away in a horse-car, meet the vice-president of the railroad, sleep in his private car, tour the railroad yards, and finally ride home to Centerville in the Diesel engine of the Silver Streamer. While much information is included, this is an eventful story. The characterization is good and the humor is genuine. Ages: 7 to 9.

**THE GOLDEN BIRD.** By Shannon Garst. Illustrated by Panos Ghikas. Boston: Houghton Mifflin Co., 2 Park St., 1956. Pp. 152. \$2.25. A deep and indefinable longing to see the world filled each hour of Tara's day. Descended from a proud tribe of Mexican Indians noted for the skill with which they made serapes and lacquer bowls, he loved his family and respected their centuries-old culture. When famine at last forced his parents to go to Mexico City to sell their products, Tara had an unexpected opportunity to satisfy his intelligent curiosity. Heartache and unhappiness were intermingled with satisfaction. Ultimately he returned to his people, able to help them to a better way of life. The beliefs and the customs of the Tarascan Indians are effectively presented because they are treated as the basis of daily living. The line drawings are particularly appropriate. Ages: 9 to 11.

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## Preserve Their Language Heritage

(Continued from page 165)

pected that not until the child feels secure and accepted will he venture to display some of his unusual skills, such as ability in a foreign language.

Until the child feels accepted his efforts to avoid appearing different will likely meet with difficulty. The differences in his use of English will be quickly noted. He may become oversensitive to the way he talks. He may resort to reticence, thus cutting down on his sociability and delaying the process of acculturation.

Noticeable differences in his speech may arise from two main causes. The first is the different sound that the same letters have in the two languages. The other can be ascribed to variations in concepts between the cultures.

### Differences in Sounds

The first difference, that of sounds, will show itself in several letters. A person whose mother tongue is Spanish will have difficulty in pronouncing many of the English sounds. Among these will be the sound of *h*, which he will tend to make too aspirate. He has to remind himself that in English you don't scrape the sound against your palate—you merely touch it very lightly. Another sound is the *i* in *hit* or *miss*, which has a tendency to come out as *ee* in *meet*. Hence he might say *Mees Jones*. Once aware of this difficulty, he will try to correct and in so doing may overcorrect. He may go to the extreme of sounding the *ee* as *i*.

Another sound that torments many people is the *s* sound, especially when this letter insists on becoming a *z* as in *shoes*. Those who have always spoken Spanish will be unable to make the *sh* sound. The word *show* will carry the *ch* sound as in *church*. The sound of *w* also becomes very aspirate at times. The word *one*, which we pronounce *oo-un*, may be sounded *won* or *gwan*.

The difficulty with sound is further complicated by the many sounds that a letter in English may have. For instance, the letter *o* almost runs the gamut of all vowel sounds in such words as *poor*, *door*, *odd*, *old* and *women*. Individuals or people of a given locality may have difficulty with sounds other than the ones mentioned here.

Unless a person has learned in childhood to make a particular sound it is difficult to learn it later. He is constantly aware that he

must either tighten or relax his vocal muscles. The person who has learned only the one language is not even aware of the mechanics in making the desired sounds. They come out automatically.

### Differences in Concepts

The second difficulty comes from differences in concepts. Even though there may be no accent or intonation present, the way one expresses himself may cause the hearer to brand him as different. One factor is that in Spanish some words are plural and their English counterpart is singular. In some Spanish localities the word *nose* is plural. A person from such a locality might use a plural pronoun in referring to *nose* and say, "I hit them against the door." The word *skirt* is also plural; you might hear a girl say, "I have to iron them." Why are such words plural? It's hard to say. In English we sometimes refer to *pants* as plural and it is likely that someone might say, "I have to iron them."

The person whose mother tongue is Spanish may inadvertently use direct translations in his English. He may call train cars, *train houses*; peach pits, *peach bones*, etc. He may make other similar mistakes. A woman may say, "I'm going to raise the house," meaning that she is going to straighten things up. She may say that the clock is *walking* instead of running.

### Difficulties Encountered

All of these differences and many more exist between the two languages. They all cause untold difficulty to the person who tries to master English as a second language. Such obstacles insist in tying up his tongue, "in tweesting his speech," in branding him as "deferent." In his daily battling with this other language he may well feel that there is only one conclusion—these differences in speech were designed to torment him.

To school children this struggle is of vital concern. They want to speak well. They want to be accepted like the others. They are aware that they will make mistakes in expression when their guard is down. They will be so thankful when they feel other people are not constantly on the lookout for mistakes.

A second language can become a common denominator—a basis where better understanding of cultural differences prevails among children. Is this not one step closer to achieving better communication?

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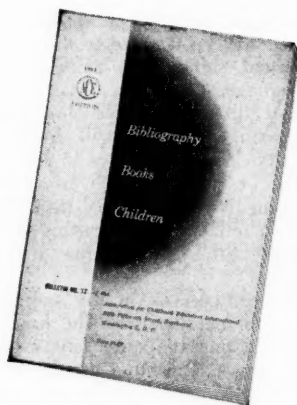
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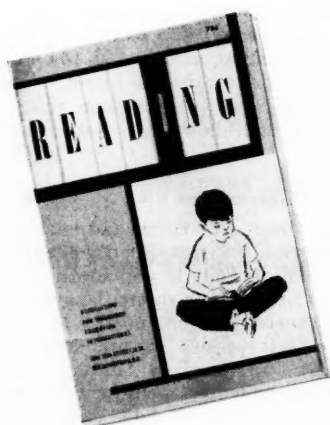
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## Books for Adults . . .

Editor, CHARLES DENT

### WHEN TEACHERS FACE THEMSELVES.

By Arthur T. Jersild. New York: Bureau of Publications, Teachers College, Columbia Univ., 1955. Pp. 169. \$3.25.

### VALUES OF FUTURE TEACHERS.

By Fay L. Corey. New York: Bureau of Publications, Teachers College, Columbia Univ., 1955. Pp. 146. \$3.50.

The increasing number and quality of studies of teachers themselves is a healthy sign that the teaching profession is coming of age. These reports of Arthur Jersild and Fay Corey of their investigations in this field are most valuable and welcome additions to the body of this literature.

Both of the present books contribute additional information from analytical investigations into what teachers are like. Both searched for evidence in the answers teachers gave to introspective questions regarding their personal behavior. The studies differ, however, in their attention to detailed genesis of the personality characteristics of the people involved. In this latter area, Jersild makes a distinct contribution to the literature on teacher personality. Using as his base the responses of eleven groups of educators totaling 1,032 educators, he discusses his findings in terms of the teacher's need to understand and accept himself if he is to be adequate to the job of helping others. When teachers did face themselves, Jersild found two major concerns which outstripped all others. One was the problem of meaning; the other, that of anxiety. The author's estimate of the relative importance of these two is indicated by the fact that he gives the four other concerns—loneliness, sex, hostility, and compassion—only slightly more discussion space than he gives to anxiety alone.

Corey's report is, for the most part, the categorized answers of 843 future teachers to 112 questions. These responses, in her opinion, reflect attitudes toward contemporary issues. It is this latter job that she set out to accomplish, and she did it thoroughly. "In general," she concludes, "the pattern of values upheld by a majority of future teachers represented in this study seems to be akin to many of the values selected as important in a democratic society." Whether this conclusion will

comfort or disturb the reader may closely relate to his own values and particularly his definition of the term. There will certainly be some who will reject the use of the term implied in this report.

It will be doubly helpful to the reader if he can study the books together, because they are in a sense complementary. The answers which Corey found tend to make clearer the more theoretical discussion of Jersild.

The responsible educator will find help in thinking through his problems of selective recruitment, high-quality preparation, and carefully planned in-service education of teachers in these books.—Reviewed by GLENN BARNETT, dean, College of Education, Univ. of Texas, Austin.

### THE TRUTH ABOUT YOUR CHILD'S

READING. By Dan Duker and Thomas Nally. New York: Crown Publishers, 419 4th Ave., 1956. Pp. 181. \$3.

This book is directed primarily to parents concerned about what is happening to their children in school as they are taught to read. The authors' main purpose is to offer reassurance that the present national reading program is the best one from both immediate and long-range points of view.

This is a small book, easy to read, and can help considerably in clearing up misconceptions following in the wake of the Rudolf Flesch book. Eight major issues are pointed up and discussed as basic differences between points of view held by the authors and Flesch. These issues are clarified in language the general reading public can assimilate.

Practical appendices give parents checklists for evaluating a classroom reading program, for evaluating reading progress, a selected bibliography, and a selected list of films. To educators, there will appear obvious advantages to furthering the wide consideration of this book.—Reviewed by NARVELLA WOODRUFF, Public Schools, Austin, Texas.

### EDUCATIONAL LEADERSHIP AND THE ELEMENTARY SCHOOL PRINCIPAL.

By Charles R. Spain, Harold D. Drummond, and John I. Goodlad. New York: Rinehart, 232 Madison Ave., 1956. Pp. 351. \$4.50.

The present status of the elementary-school principal as being that of important leadership potentialities is the theme of the entire book. The first section includes descriptions of advances in leader-

(Continued on next page)



## Books for Adults

(Continued from page 187)

ship status beginning with the second half of the 19th century. These advances have been made possible by the acceptance of responsibility for curriculum improvement; by changes in population and socio-economic conditions; by changes in the functions of state departments of education, professional organizations; and by changes in the goals of elementary schools.

Section B is devoted to responsibility for planning the curriculum and for developing an effective school organization. Principals must be able to work with groups in such a way as to release talents, to develop high morale including consensus and respect for evidence, and to demonstrate teaching effectiveness.

Section C includes explanations of the principal's role in formulating pupil personnel policies and expanding school services. Section D includes interpretations of administrative duties as responsibility for enabling teachers to provide better classroom instruction.

In describing the elementary principal as a leader in school-community relations, the all important point is made that leadership is a privilege which must be earned and is not an inherent right that goes with the position.—Reviewed by E. B. BLACKBURN, JR., elementary principal, Public Schools, Baltinger, Texas.

**YOUTH: THE YEARS FROM TEN TO SIXTEEN.** By Arnold Gesell, Frances L. Ilg, Louise Bates Ames. New York: Harper, 49 E. 33rd St., 1956. Pp. 542. \$5.95. This is a long-awaited book, third in a series by these authors on the developmental growth of boys and girls. This study of adolescents is based on continuous records of behavior of normal children, many from infancy, in the setting of home, school, and community, to chart the course of behavior through successive developmental stages of growth.

In light of the dynamics of growth revealed, adolescent behavior appears consistent and appropriate. Parents and teachers may anticipate the trends and maintain sympathetic understanding. They provide guidance toward harmonious relations and increasing maturity.

Teachers will find this information inval-

able in planning, understanding, and evaluating objectives for their age groups in terms of so-called normal behavior. Specific suggestions are given for ways of working with youth in each stage of socially integrative controls and motivations uniquely appropriate for a particular age level.

Using this resource can make living with adolescents more interesting, more enjoyable, and more profitable.—Reviewed by HOYET WILLIAMS, Public Schools, Corpus Christi, Texas.

**THIS IS TEACHING.** By Laurence D. Hawkes. Chicago: Scott, Foresman, 433 Erie St., 1956. Pp. 335. \$5. This is not the traditional book about teaching. Rather it is the medium used by the author to communicate to young people interested in teaching some of the problems, concerns, joys, tribulations, feelings, and opportunities in the profession. It draws mental pictures, cites cases, probes situations, and uses the setting at hand to help the young college student discover what teaching is. The reader has the opportunity to observe vicariously youth at study and play, the teacher going about his daily work, and the school as a setting for learning. As he compares, contrasts, analyzes, evaluates, and draws conclusions he becomes a part of a real on-going process.

As the young teacher learns his pupils, discovers the goals to be attained, and sees the role of the teacher in accomplishing these purposes, he is encouraged to make a careful study of his own feelings—shall he or shall he not take his place in an area of work that means a great adventure for and with young people?

The second section gives specific information with illustrative helps about the broad areas of educational planning: its philosophy, methods, historical background, and its future.—Reviewed by GLADYS HENNINGER, coordinator of secondary education, Public Schools, Austin, Texas.

**WHAT WE LEARN FROM CHILDREN.** By Marie I. Rasey and J. W. Menge. New York: Harper, 1956. Pp. 164. \$3. Again Marie Rasey has added to our understanding of children and challenged our thinking by sharing what she learned from working with exceptional children at Rayswift Gables, a home of which she is the director. Through living closely with and observing 54 children,

the author tested some of her basic assumptions on how youngsters learn and grow. Through case studies we are given a glimpse of the process by which these assumptions were tested.

Four generalizations are presented in the form of suggested procedures, which could be incorporated into the work of all who guide children:

- - In studying the development of a person, look for the whole pattern of movement of the "energy-purpose-achievement" dynamic.
- - Arrange circumstances which surround the learner in such a way that it is easy rather than hard for him to learn; the organism must do its own growing and learning.
- - Let all other introductory steps wait upon the development of the learner's attitude toward a learning situation.
- - Trust cooperation as the major technique of growth and development.

Four suggestions concerning the "climate" in which children should live are offered:

- - Treat a child with the kind of concern and seriousness with which *we* like to be treated.
- - Provide an atmosphere in which children can make mistakes gracefully and be courageous enough to profit by them.
- - Recognize that the child tends to emphasize the values he finds others emphasizing.
- - Recognize that the skill of living abundantly lies largely in one's interpretation of his environment, not in the actual richness of it.

One leaves this book with increased understanding of children as well as increased awareness of how much remains to be discovered about the development and nurture of human personality.—Reviewed by CLYDE MARTIN, *associate professor of curriculum and instruction, University of Texas, Austin.*

**CHILDREN'S THINKING.** By David H. Russell. Boston: Ginn and Co., Statler Bldg., 1956. Pp. 449. \$5.50. David Russell has compiled research findings from many fields which should definitely influence teachers as they apply findings in child development and educational psychology in their work with children. Some challenging thoughts include:

Thinking cannot be confined to purely intellectual processes but involves emotional and personality factors. . . Associate thinking is characterized by conditioned responses to environmental and organic factors. . . In developing concepts the child uses naming,

counting, measuring, discriminating, abstracting and generalizing. . . Problem-solving does not depend on a specific age of reason which children must attain. The solution of simple problems begins at least by the time the child is three years of age. . . Critical thinking occurs most frequently in school situations where teachers encourage children to question statements and evaluate work products. The child gradually learns to evaluate ideas and finds that some are better for his purposes than others.

In emphasizing that thinking is characterized by freshness, imagery and a creativeness often reserved for childhood, the author makes it clear that schools exist for the purpose of developing children's thinking powers. This book is an admirable contribution in this direction.—Reviewed by E. B. BLACKBURN, JR.

**TEACHING IN THE ELEMENTARY SCHOOL.** By Herbert Klausmeier, Katherine Dresden, Helen C. Davis and Walter A. Wittich. New York: Harper, 1956. Pp. 614.

\$4.75. This book will be viewed as a useful tool for on-going curriculum study groups rather than as a major contribution to curriculum theory. Teachers will appreciate the direct, informal, readable style of writing and the many illustrations.

The author gives suggestions for developing units and course guides; clarifies the considerations of wholesome personality development of the child; sets forth objectives, ideas and emphases for subject matter areas and relates educational objectives to practices; clarifies scope and sequence; presents curriculum areas as related to various phases of the child's social life, adjustment and academic progress.

Especially good as a basis for faculty study are the questions under major areas of human needs asking how school practices contribute to these areas, such as: When shall various learning activities be introduced? Shall we use scientific methods of child appraisal and curriculum development in making these decisions? How shall we apply our understandings of children's readiness in determining when to teach certain skills?

The last section deals with individual adjustment and reporting progress.

The introductory paragraphs, headings, illustrations and chapter summaries are

(Continued on next page)

## Books for Adults

(Continued from page 189)

specific aids to getting meaning from this book.—Reviewed by ESTUS E. SIMPSON, principal, Public Schools, Burton, Texas.

### THE EDUCATION OF CHILDREN OF ABOVE-AVERAGE MENTALITY. By D.

A. Worchester. Lincoln: University of Nebraska, 1956. Pp. 68. \$2. The author takes to task the method of admission to public schools in the kindergarten and first grade. He points out that admission should be on the basis of mental age and attempts to prove that the child and the world would benefit from this suggested method. He suggests acceleration by enrichment and skipping of grades. He suggests that the mentally below-average child receives a disproportionate amount of the teacher's time as compared to that received by the mentally above-average child.—Reviewed by LESTER C. HOWARD, Public Schools, Austin, Texas.

### A WONDERFUL WORLD FOR CHILDREN.

By Peter Cardozo. New York: Bantam Books, 25 W. 45th St., 1956. Pp. 244. 35¢. Mr. Cardozo describes and locates many free materials for children. One for each classroom is recommended. Children will want their own copies so that they can order materials on hobbies, interests or class projects. Letter writing should flourish. "Free for your child . . . marvelous gifts and presents—there has never been a book like this!"—Reviewed by HOYET BRIDGES, Public Schools, Corpus Christi, Texas.

## Bulletins and Pamphlets

Editor, PATSY MONTAGUE

### MAKING MUSIC LIVE FOR CHILDREN.

By Marion Jennings Slaughter. Tallahassee: E. H. Jennings, 1434½ N. Meridian Rd., 1955. Pp. 187. \$1.50 plus postage. This is a compilation of autobiographical sketches of a music teacher. The author, who had taught voice and composition, was asked by several parents to give their children private music lessons. Although she had no desire to teach piano lessons, Mrs. Slaughter did want to learn why more than 75 per cent of children

stop music lessons by the end of the second year. A unique studio with atmosphere for "thinking and making discoveries together" was created. With a promise from parents not to interfere, the strange lessons began. Her aim was for love and understanding of music before performance. Just how this teacher-friend helps each child to develop his musical potentialities is described in a fascinating and convincing manner. Music teachers would be greatly helped by Mrs. Slaughter's modern educational philosophy brought to life through her vivid illustrations.—Reviewed by BOBBIE PRITCHARD, state music consultant, State Dept. of Public Instruction, Raleigh, N. C.

### KEY IDEAS FOR PARENT OR TEACHER IN MAKING MUSIC LIVE FOR CHILDREN. By Marion Jennings Slaughter.

Tallahassee: E. H. Jennings, 1955. Pp. 94. \$1 plus postage. This is a sequel to *Making Music Live For Children*. The author has a firm conviction that all children are musical until false education takes it out of them. The bulletin is written especially for parents and teachers, since they share responsibility in a child's development. The emphasis is on disciplining oneself for good listening, giving encouragement and showing a strong faith in the ultimate development.—Reviewed by BOBBIE PRITCHARD.

### NO NEWS IS BAD NEWS—WHERE SCHOOLS ARE CONCERNED. By National School Public Relations Association,

NEA, in cooperation with Oregon Education Association. Washington 6, D. C.: National School Public Relations Association, 1201 16th St., N.W., 1955. Pp. 32. 50¢. This is designed to give help to editors and reporters concerned with effective coverage of the schools; to superintendents, administrative staffs and principals who wish to cooperate with the press in getting the school story to the community. The degree to which education needs the press is presented by a journalism dean, a school superintendent, a newspaper editor and an education reporter. Each agrees that school business is public business; that good relationships between school and press are essential to educational progress; that editors are essentially educators; that school board meetings should be open; that continuous news coverage is superior.

(Continued on page 191)

## Bulletins and Pamphlets

(Continued from page 190)

rior to spasmodic high-powered coverage; that pedagogical language should be avoided in reporting school facts. A provocative down-to-earth treatment!—Reviewed by VESTER M. MULHOLLAND, *director of research and statistics, State Dept. of Public Instruction, Raleigh, N. C.*

### WRITTEN POLICIES FOR SCHOOL

**BOARDS.** By *American Association of School Administrators and National School Boards Association, Washington 6, D. C.: American Association of School Administrators, 1201 16th St., N.W., 1955. Pp. 23. 50¢.* This contains eleven valid reasons why school boards should have statements of policy in written form. What makes good statements and who should be involved in formulating them are discussed. The fact that policies accumulate, that they do not stay in style, and that they must not be kept secret also come in for provocative discussion. Emphasis is given to the fact that each school unit must develop its own set of educational policies to fit local needs and local conditions. An attractive, readable and useful publication!—Reviewed by VESTER M. MULHOLLAND.

### REPORTING IS COMMUNICATING.

*Edited by Alma M. Freeland and Charles H. Dent. Prepared by a Committee of the Texas Association for Supervision and Curriculum Development for ASCD. Washington 6, D. C.: Association for Supervision and Curriculum Development, 1201 16th St., N.W., 1956. Pp. 57. \$1.* This booklet recognizes that reporting is the mutual responsibility of parents and teachers. It emphasizes conditions which enable parents and teachers to communicate successfully with each other on the physical, social, emotional and psychological development of children. It has ideas for developing media of communication other than the time-honored report card. It places special emphasis on the part that parent, teacher and child should have in an informal conference. It suggests ways teachers and parents may approach the problem of improving reporting without emotional crises in

the school or in the community. There is the recurring theme that changes in reporting should be cooperatively made only as a result of well-understood needs for change. When reporting is regarded as an integral part of the instructional program, as an important phase of good teaching, and as a specialized art of communication among teachers, parents and children—then the tyranny of relatively meaningless reporting will begin to disappear. This booklet offers help for parents and teachers who want information on cooperative planning for better educational experiences for children.—Reviewed by VESTER M. MULHOLLAND.

### HOW IS OUR SCHOOL GROWING? By Harriet C. Nash. Hartford, Conn.: Connecticut State Board of Education, 1955.

*Pp. 86. No price given.* The loose-leaf notebook form has been designed to help teachers of 3- to 6-year-old children study their group programs and plans. Child growth and development are emphasized with suggestions for modern procedures in observing and recording development. The main portion of the bulletin contains questions with space for recording activities and ideas under five major headings: Administration, Physical Plant and Facilities, Equipment and Materials, Program, Summary Evaluation. The loose-leaf notebook format provides for a continuing program of evaluation by the school faculty, with encouragement for them to ask parents, consultants, and friends to participate. A real help in evaluating nursery schools and kindergartens!—Reviewed by RUTH JEFFERSON, *associate secretary, ACEI.*

### HOW TO RECOGNIZE A GOOD ELEMEN-

**TARY SCHOOL.** *Hartford: Connecticut State Department of Education, Bureau of School and Community Services, Bulletin No. 68, 1955. Pp. 28. No price given.* This bulletin was designed as an instrument to be used by the average taxpayer in determining the quality of the school program and the adequacy of school facilities and instructional materials. The series of suggestions should be of value to lay groups and teachers who wish to measure the efficiency of their schools.—P. M.

## Over the Editor's Desk

### Dear Readers:

IT IS WITH MIXED FEELINGS THAT WE CONGRATULATE Dorothy Carlson, assistant editor, upon becoming a member of the editorial staff of the Division of Medical Sciences of the National Academy of Sciences—National Research Council. We are happy for her forward step but reluctant to see her leave. She has given 9 years of devoted service to ACEI and has supported its many phases of work in the interest of children.

Mrs. Carlson will be missed for her meticulous assistance in the technical work on CHILDHOOD EDUCATION and ACEI bulletins from the planning stages to the final production. Her skillful assistance, her encouragement in developing innovations, and the happy relationships have been invaluable to the new Editor.

LUCY PRETE is now the assistant editor. Her name is familiar to ACEI members who read the BRANCH EXCHANGE, for she edited organiza-

tization materials: BRANCH EXCHANGE, YEARBOOK, STUDY CONFERENCE PROGRAM and other materials.

The transition from one assistant editor to another was made smoothly as the November issue took form. Dorothy Carlson helped in the beginning stages while Lucy Prete assisted in the later part of the



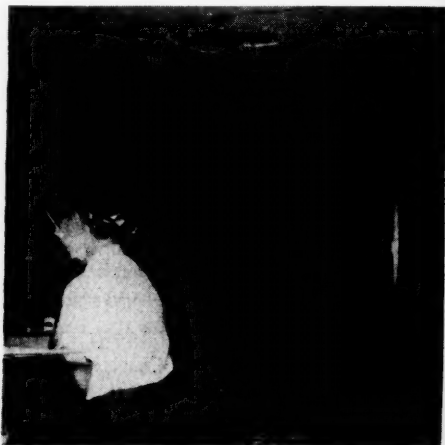
Lucy Prete

work. We feel fortunate that it was not necessary to look beyond ACEI Headquarters office for a competent person to fill this position.

DUE TO LACK OF SPACE IN THE OCTOBER ISSUE, no identification was given Wilma Klimke, the artist whose drawings accompanied the letter, "Make Me A 'Good' Boy." She illustrated articles in the December 1950 issue,

but since then we lost track of her. Florence Kelly, Milwaukee, was able to locate Mrs. Klimke for us. She is teaching first grade in Oxford, Wisconsin. We're happy for this rediscovery of talent. This issue's Christmas frontispiece was also done by Mrs. Klimke. Isn't it lovely?

DURING THESE WEEKS WHEN WORKMEN ARE pounding, sawing and welding all around us as they install a new heating and air-cooling system, staff members feel like the troupers



Theo Brewster meets a problem "head on"!

who say, "The show must go on!" We are dodging falling plaster and large coils of pipe and burrowing our way through a disarray of furniture to reach files. It is bringing out staff creativity on how to continue work without dropping a stitch and causing us to wish that the ACEI Center were a reality. The photo shows Theo Brewster, receptionist, wearing a rain scarf to protect her from "fall-out."

As we approach the holiday season, I wish you all a *Glaedelig Jul!*

*Margaret Rasmussen*

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